WEST VIRGINIA
SECRETARY OF STATE

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7/9/2015 11:27:18 AM

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WEST VIRGINIA SECRETARY OF STATE

FORM 5 -- NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY   Education

RULE TYPE   Legislative Exempt   AMENDMENT TO EXISTING RULE   Yes   TITLE-SERIES   126-0440

RULE NAME   Early Learning Standards Framework-Content Standards and Learning Criteria for West Virginia Pre-kindergarten (WV Pre-k) (2520.15)

CITE AUTHORITY   W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)

RULE IS LEGISLATIVE EXEMPT

Yes

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE, THE EFFECTIVE DATE OF THIS RULE IS

Monday, August 10, 2015

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes

Jill M Newman -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44O
EARLY LEARNING STANDARDS FRAMEWORK
CONTENT STANDARDS AND LEARNING CRITERIA
FOR WEST VIRGIIA PRE-KINDERGARTEN (WV PRE-K) (2520.15)

§126-44O-1. General.

1.1. Scope. West Virginia Board of Education (hereinafter WVBE) 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. 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 A Quality Early Education, 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 Students with Exceptionalities.

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

1.3. Filing Date. July 9, 2015.

1.4. Effective Date. August 10, 2015.

1.5. Repeal of Former Rule. This legislative rule repeals and replaces W. Va. 126CSR44O, 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 September 9, 2010, and effective October 12, 2010.

§126-44O-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.

§126-44O-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 Early Learning.

§126-44O-4. Severability.

4.1. If any provision of this rule of the application thereof to any person or circumstance is held invalid. such invalidity shall not affect other provisions or applications of this rule.

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

Early Learning Standards Framework Introduction

Children benefit from high quality preschool experiences that are grounded in standards-based practices. The West Virginia Early Learning Standards provide a framework across all learning domains. Enriched environments and optimized learning opportunities to support the West Virginia Early Learning Standards Framework (hereinafter WV ELSF) take place in a variety of early learning settings. 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 known as West Virginia Pre-K (hereinafter WV Pre-K). To support the provision of enriched environments for young children, a collaborative group of West Virginia early education professionals developed the WV ELSF. The standards are designed to serve as early learning guidelines for all children ages three through five regardless of the setting.

The WV ELSF is grounded in scientific child development research, children's approaches to learning, and effective educational practices. Vital to implementing these standards is the ability to teach using appropriate strategies. Teaching practices grounded in the implementation of these standards will create a foundation of lifelong learning for West Virginia's children. Young children live in a society where information is constantly changing and the ability to function well in an increasingly global economy is essential. As a result, it is essential that children develop dispositions and skills which allow them to become competent, independent learners who utilize the world around them to progress across all developmental domains. 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 WV ELSF is intended to guide practitioners in offering high-quality early education environments and experiences that are responsive to individual children and maximize learning. Using this framework, educators can plan high-quality learning experiences for all children, including those 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 WV ELSF is considered an integral part of an inter-related comprehensive curriculum and assessment system as defined by West Virginia Board of Education Policy 2525, West Virginia's Universal Access to A Quality Early Education. The West Virginia Board of Education has the responsibility for establishing high quality standards for all education programs (W. Va. Code §18-9A-22). Several foundations frame the design of the WV ELSF and describe an approach that promotes lifelong learning competencies.

Foundations of the Early Learning Standards Framework Chart	
Foundations	**Description**
Representation and symbolic thinking are critical.	Children use representation and symbolic thinking across all domains to develop understandings of concepts and generalizations from concrete to abstract. The ability to pretend and use symbols are foundations of symbolic and abstract thought, which leads to the development of academic skills such as math, science, and literacy. The experiences that lead to a child's ability to think abstractly must be embedded in the curriculum through opportunities for active exploration, pretend play, and symbolic communication. Children should have the opportunity to invent with materials and words.
Children are active learners.	Children learn through active involvement (exploring, playing, manipulating, and problem-solving). They construct their own knowledge by engaging in experiences in the environment with peers and adults. Adults must use experiences with children to scaffold previous knowledge with new concepts. Active learning is a key component of both child-initiated and teacher-facilitated experiences.
Development and learning are interrelated.	Learning and development do not simply coexist. The process of learning is directly related to the process of development. Experiences grounded in the WV ELSF must be integrated and emphasize development and learning.
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.
Children with special needs are typically best served in inclusive settings.	Children with special needs must be offered a least restrictive environment that provides them opportunities to develop across domains through interactions with their peers and adults. Attention to individual variation is critical, specifically regarding the development of concepts and proficiencies across domains. Individualized modifications and adaptations provide each child with opportunities to reach their full potential.
English Language Learners are best served in inclusive settings.	When immersed in an inclusive environment, children who are acquiring the English language are provided opportunities to develop expressive and receptive language through interactions with their peers and adults. Attention to individual variation is critical, specifically regarding their development of concepts and proficiencies across domains. Children should be provided consistent opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language.
Family engagement is critical to the success of young children.	The family is the child's first and most important teacher. They provide a deep understanding of their child as they enter and develop during their first years of school. Teachers must establish and maintain ongoing relationships with families to best support children's development and linkages between home and school.
Children learn by experiencing the culture and world in which they live.	Children begin their understanding of others by first interacting within their own families, neighborhoods, and schools. Early learning settings and programs must be intentionally designed to provide children the opportunity to move from self-awareness to awareness and understanding of others. Using children's background knowledge as a catalyst for deepening understanding provides opportunities for children to experience and share various cultural aspects of the world in which they live. Each child's home culture and language are brought into the classroom as part of this shared classroom community. Intentional teaching strategies must focus on acceptance and respect of all individuals.

The environment is the child's third teacher.	Along with the family and the teacher, high-quality early learning environments provide children with the tools necessary for continual growth and development. Learning environments should be designed and equipped in a manner that supports discovery, small group and individual learning, exploration, problem solving, and development. The learning environment should be designed to help children develop a sense of community. To achieve this, teachers must know the children and families well so they can plan intentional ways for everyone to interact and work collaboratively.
School Readiness supports the holistic development of children.	School readiness is a process of ensuring that children have access to the best available resources prior to entering first grade. Available resources support children and their families, and focus on maximizing children's holistic development from birth. Acknowledging that each child's development is significantly impacted by previous experiences, school readiness also entails the capacity of schools and programs to welcome families and be prepared to serve all children effectively within the developmental domains of health and physical development, social and emotional development, language and communication, cognition and general knowledge, and individual approaches to learning.
The formative assessment process is a foundational component of all early learning programs.	The formative assessment process is used to inform instruction and personalize learning. Used daily to assist with planning high-quality opportunities for learning and development, this process uses various forms of evidence to help educators scaffold children's learning to best meet their needs. The formative assessment process also provides a meaningful approach for communicating individual children's development and learning with families. Formative assessment data reported to the WV Early Learning Reporting System: Pre-K is used to share progress with families and help ensure data driven decisions are made at the local and county levels to drive continuous quality improvement efforts.

Explanation of Terms

Content Standards are broad statements that define the knowledge, skills, and understanding that all students should have opportunities to experience in a content area by the end of pre-k.

Clusters are groups of the objectives that define the expectations students must be offered regularly through a developmentally appropriate, integrated approach.

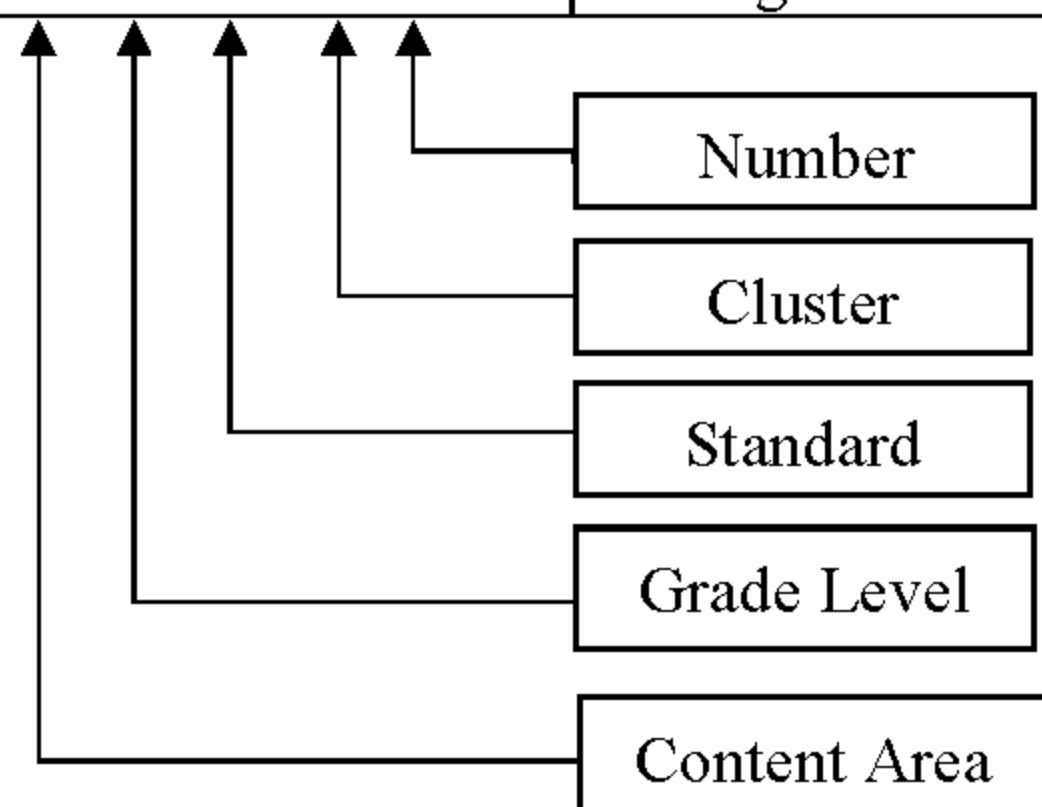**Objectives** are incremental steps toward accomplishment of content standards. Objectives are organized around clusters and content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Numbering of Content Area, Grade Level, Standards, Clusters, and Objectives
The example below indicates the numbering system for the ELSF, which includes a breakdown for reading the framework:

CONTENT AREA: SOCIAL AND EMOTIONAL DEVELOPMENT (SE)

Standard: Social Relationships (SR)	
Cluster	**Development and Demonstration of Pro-Social Behaviors (DD)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
SE.PK.SR.DD.1	Develop positive relationships with children and adults.
SE.PK.SR.DD.2	Show empathy and caring for others.
SE.PK.SR.DD.3	Follow rules and routines.
SE.PK.SR.DD.4	Use materials purposefully, safely and responsibly.
SE.PK.SR.DD.5	Develop and sustain friendship with peers
SE.PK.SR.DD.6	Manage transitions and begin to adapt to change in routine.

Number

Cluster

Standard

Grade Level

Content Area

CONTENT AREA: Social and Emotional Development (SE)

Positive social and emotional development provides a critical foundation for lifelong development and learning. Social and emotional skills are necessary to foster secure attachment with adults and peers, maintain healthy relationships, regulate one's behavior and emotions, and develop a healthy concept of personal identity. Developing these skills through active learning help children navigate new environments, facilitate the development of supportive relationships with peers and adults, and support their ability to participate in learning activities. Essential to this process is the child's ability to self-regulate and persist in activities when challenged with new experiences. These processes are the primary goals for young children and are incorporated into all learning standards.

Standard: Self-Concept (SC)	
Cluster	**Development of Self-Concept (DSC)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
SE.PK.SC.DSC.1	Describe themselves by using basic physical characteristics.
SE.PK.SC.DSC.2	Demonstrate growing confidence in a range of abilities and express pride in accomplishments.
SE.PK.SC.DSC.3	Increase independence in a range of activities, routines, and tasks.
Cluster	**Development of Self-Expression and Self-Awareness (DSE)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
SE.PK.SC.DSE.1	Demonstrate progress in expressing needs, wants, and feelings.
SE.PK.SC.DSE.2	Imitate typical actions associated within roles.

Standard: Social Relationships (SR)	
Cluster	**Development and Demonstration of Pro-Social Behaviors (DD)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
SE.PK.SR.DD.1	Develop positive relationships with children and adults.
SE.PK.SR.DD.2	Show empathy and caring for others.
SE.PK.SR.DD.3	Follow rules and routines.
SE.PK.SR.DD.4	Use materials purposefully, safely and responsibly.
SE.PK.SR.DD.5	Develop and sustain friendship with peers
SE.PK.SR.DD.6	Manage transitions and begin to adapt to change in routine.
Cluster	**Cooperation (CP)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
SE.PK.SR.CP.1	Use communication skills to initiate or join classroom activities.
SE.PK.SR.CP.2	Engage in cooperative group play.
SE.PK.SR.CP.3	Share materials, experiences and take turns.
SE.PK.SR.CP.4	Use and accept negotiation, compromise and discussion to resolve conflicts.
SE.PK.SR.CP.5	Accept guidance and direction from a variety of familiar adults.
SE.PK.SR.CP.6	Follow basic routines and rules for play and group participation.
Standard: Knowledge of Family and Community (FC)	
Cluster	**Progression of Understanding of their Role in the Family and Community (PU)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
SE.PK.FC.PU.1	Understand and describe the interactive roles and relationships among family members.
SE.PK.FC.PU.2	Identify and describe roles of community members.
SE.PK.FC.PU.3	Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure).
SE.PK.FC.PU.4	Identify themselves as a member of groups within a community.
SE.PK.FC.PU.5	Identify and describe locations and places in their environment.
Standard: Dispositions to Learning (DL)	
Cluster	**Intrinsic Motivation for Learning (IM)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
SE.PK.DL.IM.1	Participate in a variety of classroom activities and tasks.
SE.PK.DL.IM.2	Develop increased ability to make independent choices.
SE.PK.DL.IM.3	Approach tasks and activities with flexibility, imagination, and inventiveness.
SE.PK.DL.IM.4	Persist in and complete tasks, activities, projects, and experiences.
SE.PK.DL.IM.5	Demonstrate the ability to create and complete plan.
SE.PK.DL.IM.6	Increase concentration over a reasonable amount of time despite distractions and interruptions.

CONTENT AREA: English Language Arts (ELA)

English Language Arts refers to language development and the ability to interpret meaning from written text. Language development refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among the most important tasks of the first five years of a child's life. Language is the key to learning to across all domains. Specific language skills in early childhood are predictive of later success in learning to read and

write. Also, children who are skilled communicators are more likely to demonstrate social competence.

Literacy knowledge and skills refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding print concepts and conventions, phonological awareness, alphabet knowledge, letter-sound relationships, and early writing. Early literacy is the foundation for reading and writing in all academic endeavors in school. It is considered one of the most important areas for young children's development and learning. Competent readers are individuals that can interpret meaning from written symbols. Competent writers can use symbols to represent their thoughts. Early literacy learning provides children with an opportunity to explore the world through books, storytelling, and other reading and writing activities. It is a mechanism for learning about topics they enjoy and acquiring content knowledge and concepts that support progress in other domains. It is critical for supporting a range of positive outcomes, including success in school and other environments.

Standard: Speaking and Listening (SL)	
Cluster	**Expressive Language (EL)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
ELA.PK.SL.EL.1	Use language to express ideas and needs.
ELA.PK.SL.EL.2	Use increasingly complex and varied vocabulary.
ELA.PK.SL.EL.3	Describe familiar people, places, things, and events through a variety of verbal and symbolic forms.
ELA.PK.SL.EL.4	Use different grammatical structures or rules for a variety of purposes.
ELA.PK.SL.EL.5	Engage in storytelling.
ELA.PK.SL.EL.6	Engage in communication and conversation with others.
Cluster	**Receptive Language (RL)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
ELA.PK.SL.RL.1	Attend to language during conversations, songs, stories, or other learning experiences.
ELA.PK.SL.RL.2	Comprehend different forms of language, such as questions or exclamations.
ELA.PK.SL.RL.3	Comprehend increasingly complex and varied vocabulary and sentences.
ELA.PK.SL.RL.4	Comprehend different grammatical structures or rules for using language.
Standard: Foundational Reading (FR)	
Cluster	**Book Appreciation and Knowledge (BA)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
ELA.PK.FR.BA.1	Show interest in shared reading and looking at books independently.
ELA.PK.FR.BA.2	Recognizes how books are read, such as front-to-back and one page at a time.
ELA.PK.FR.BA.3	Demonstrate knowledge of different kinds of literature such as literary and informational text and poetry.
ELA.PK.FR.BA.4	Recognize basic characteristics such as title, author and illustrator, characters, and setting.
ELA.PK.FR.BA.5	Retell stories or information from books through conversation, artistic works, creative movement, or drama.
Cluster	**Print Concept (PC)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
ELA.PK.FR.PC.1	Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message.
ELA.PK.FR.PC.2	Recognize environmental print such as signs, newspapers, lists, messages, and

	menus.
ELA.PK.FR.PC.3	Recognize that letters of the alphabet are a special category of visual graphics that can be individually named.
ELA.PK.FR.PC.4	Recognize that letters are grouped to form words and words are a unit of print.
ELA.PK.FR.PC.5	Recognize words such as name, names of family and friends, and familiar environmental print.
Cluster	**Phonological Awareness (PA)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
ELA.PK.FR.PA.1	Identify sounds in the environment.
ELA.PK.FR.PA.2	Identify and discriminate between words in language.
ELA.PK.FR.PA.3	Identify and discriminate between syllables in words.
ELA.PK.FR.PA.4	Recognize matching sounds.
ELA.PK.FR.PA.5	Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of a words and recognition that different words begin or end with the same sound.
Standard: Writing (WR)	
Cluster	**Early Writing (EW)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
ELA.PK.WR.EW.1	Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
ELA.PK.WR.EW.2	Use a combination of drawing, dictating, and writing to communicate ideas, thoughts, and feelings.
ELA.PK.WR.EW.3	Demonstrate an understanding that writing relays a message that can be read for communicating a variety of purposes.
ELA.PK.WR.EW.4	Use functional print in play.
ELA.PK.WR.EW.5	Experiment with a variety of writing tools and materials (ex: pencils, chalk, markers, sand, developmentally appropriate technology)
ELA.PK.WR.EW.6	Demonstrate writing patterns such as top to bottom, left to right, and word separated by spaces.

CONTENT AREA: Mathematics (M)

Mathematical thinking is a process and a core component of cognition. Young children need to analyze mathematical challenges in an environment where collaboration in creative mathematical thinking is encouraged. Formulating, representing, and solving simple mathematical problems through creative thinking is imperative to building mathematical competency. 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, which becomes a catalyst for higher level thinking in all domains. Young children construct mathematical concepts and processes through everyday experiences in quality learning environments.

Research states that exposure to high-quality early numeracy experiences directly attribute to later literacy achievement. Practical applications of early numeracy are vital in fostering young children's overall mathematical thinking.

Standard: Counting and Cardinality	
Cluster	**Number Names**
Objectives	*Through a developmentally appropriate, integrated approach,*

	students will have regular opportunities to:
M.PK.CC.NN.1	Count in sequence to 10 and beyond.
M.PK.CC.NN.2	Begins to identify number symbols one to ten.
Cluster	**Counting to Tell the Number of Objects**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
M.PK.CC.CT.1	Use one-to-one correspondence to count objects and match groups of objects.
M.PK.CC.CT.2	Match quantity with number symbol.
M.PK.CC.CT.3	Count to answer "how many?" questions up to 10 items.
M.PK.CC.CT.4	Given a number up to 10, counts out that many objects
Cluster	**Comparing and Ordering Numbers**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
M.PK.CC.CO.1	Identify whether the numbers of object in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).
M.PK.CC.CO.2	Identify "first" and "last" related to order or position.
Standard: Operations and Algebraic Thinking	
Cluster	**Composing and Decomposing Numbers: Addition and Subtraction**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
M.PK.OA.CD.1	Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)
M.PK.OA.CD.2	Identify parts in relationship to a whole.
M.PK.OA.CD.3	Understand simple patterns. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.
Standard: Measurement and Data	
Cluster	**Direct Measurement (DM)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
M.PK.MD.DM.1	Identify measurable attributes of objects, such as length and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light.
M.PK.MD.DM.2	Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, short/tall, long/short, big/little, light/heavy).
M.PK.MD.DM.3	Construct a sense of time through participation in the daily routine.
Cluster	**Representing and Interpreting Data**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
M.PK.MD.RI.1	Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.
M.PK.MD.RI.2	Incorporate estimating and measuring activities into play.
M.PK.MD.RI.3	Recognize and interpret information/symbols presented in tables and graphs.

Standard: Geometry	
Cluster	**Shapes and Spatial Reasoning**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
M.PK.G.SS.1	Correctly name shapes regardless of size
M.PK.G.SS.2	Describe objects in the environment using the names of shapes, and describe the relative positions of these objects using terms such as up, down, over, under, top, bottom, inside, outside, in front, behind.
M.PK.G.SS.3	Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).
M.PK.G.SS.4	Create and build shapes from components (e.g., sticks and clay balls).

CONTENT AREA: Science (SC)

Scientific thinking builds on children's prior experiences, backgrounds, and early theories. Children's fundamental math concepts support scientific experimentation, investigation, and inquiry, resulting in the development of new understandings of their world. Science and math concepts are best developed through active exploration of naturalistic, informal, and structured learning experiences. Expanding on children's curiosity, encouraging them to pursue their questions and develop ideas in a risk-free environment helps children to refine their own understanding of the world around them. Documentation of children's experiences and hypotheses allow them to share and discuss their theories with others. Scientific thinking is an approach to learning.

Standard: Science as Inquiry (SI)	
Cluster	**Foundational Knowledge of Scientific Inquiry (FK)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
SC.PK.SI.FK.1	Express wonder and ask questions about the world around them.
SC.PK.SI.FK.2	Observe and discuss similarities and differences among objects and materials.
SC.PK.SI.FK.3	Investigate and problem solve through active exploration of the environment (e.g., cause/effect).
SC.PK.SI.FK.4	Describe and discuss predictions, explanations, and generalizations.
Cluster	**Utilization of Inquiry (UI)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
SC.PK.SI.UI.1	Use senses and tools to gather information, investigate materials, and observe processes and relationships.
SC.PK.SI.UI.2	Collect, describe and record information in a meaningful way to lead to a better understanding of the world around them.
Standard: Scientific Knowledge (SK)	
Cluster	**Understanding the Living and Physical World (UL)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
SC.PK.SK.UL1	Observe and describe the immediate and familiar world (e.g., natural world, materials, living things, natural processes).
SC.PK.SK.UL2	Observe and describe changes in materials and cause-effect relationships (e.g., recognize that materials exist in several physical states).

SC.PK.SK.UL3	Demonstrate knowledge of and respect for the environment.

CONTENT AREA: The Arts (AR)

The Arts refers to 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. These skills are developed when children are involved in long-term creative projects. As children experience opportunities to express themselves through artistic representation, skills are learned and utilized in other domains. Dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language through the arts. Creative thinking is an approach to learning.

Standard: Music (MU)	
Cluster	**Self-Expression (SN)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
AR.PK.MU.SN.1	Participate in music activities, including but not limited to listening, singing and finger plays.
AR.PK.MU.SN.2	Create music through a variety of techniques and tools.
Cluster	**Foundations of Music (FM)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
AR.PK.MU.FM.1	Experiment with musical instruments including non-traditional and natural objects, including voice.
AR.PK.MU.FM.2	Express what is felt and heard through musical elements such as tempos and style.
Standard: Creative Movement (CM)	
Cluster	**Self-Expression (SO)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
AR.PK.CM.SO.1	Express what is felt and heard in various musical tempos and styles.
AR.PK.CM.SO.2	Move to different patterns of beat and rhythm in music.
AR.PK.CM.SO.3	Uses creative movement to express concepts, ideas, or feelings.
Standard: Visual Art (VA)	
Cluster	**Self-Expression (SI)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
AR.PK.VA.SI.1	Express thoughts and feelings through creative artwork.
AR.PK.VA.SI.2	Communicate ideas, experiences, and knowledge through creative artwork.
AR.PK.VA.SI.3	Demonstrate growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.
AR.PK.VA.SI.4	Discuss one's own artistic creation and those of others.
Cluster	**Foundations of Visual Art (FV)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
AR.PK.VA.FV.1	Explore color and textures using different mediums. (Examples: clay, natural materials, wood, paper, crayons, chalk, paint, glue, paste, etc.)
AR.PK.VA.FV.2	Utilize a variety of techniques. (Example: sculpt, paint, photography, sewing, mixing mediums)

Standard: Dramatic Play (DP)	
Cluster	Self-Expression (SX)
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
AR.PK.DP.SX.1	Participate in a variety of dramatic play activities throughout the day in various settings becoming more extended and complex.
AR.PK.DP.SX.2	Use dialogue, actions, and objects to tell a story or express thoughts and feelings.
AR.PK.DP.SX.3	Use dialogue, actions, and objects to communicate ideas, experiences, and knowledge.
AR.PK.DP.SX.4	Show growing creativity and imagination in manipulating materials. (Examples: interaction with costume pieces, props, puppets, fabric, etc.)
AR.PK.DP.SX.5	Demonstrating growing creativity and imagination in assuming roles. (Examples: re-enacting stories, re-enacting daily experiences, role playing occupations, creating unique play situations etc.)
AR.PK.DP.SX.6	Children must have opportunities to use objects symbolically to represent other objects and/or actions, and to use language to create pretend situations.

CONTENT AREA: Health and Physical Development (PH)

Health and Physical Development refers to physical well-being, use of the body, muscle control, appropriate nutrition, exercise, hygiene, and safety practices. Early health habits lay the foundation for lifelong healthy living. Physical well-being, health, and motor development are equally important foundations to young children's learning. Health problems, delays in physical development, and frequent illnesses interfere with children's ability to learn and are associated with a range of poor developmental and educational outcomes. Developing motor control and coordination involves the interplay between children's emerging physical capabilities, growth and maturation, adult interactions and support, and opportunities to practice new skills. A balance of independent play and planned activities with clear instructions best supports children as they refine their physical development. Other domains rely on continued growth in health and physical development. Dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

Standard: Safety Practices (SP)	
Cluster	Safety Practices (SPP)
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
PH.PK.SP.SPP.1	Participate in safety games and stories.
PH.PK.SP.SPP.2	Recognize symbols indicating danger.
PH.PK.SP.SPP.3	Respond appropriately to harmful and unsafe situations.
PH.PK.SP.SPP.4	Follow classroom and community safety rules (example: fire drills, bus rules, pedestrian safety).
PH.PK.SP.SPP.5	Demonstrate and communicate an understanding of the importance of safety routines and rules.
Standard: Health Practices (HP)	
Cluster	Healthy Development (HD)
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
PH.PK.HP.HD.1	Complete personal care tasks such as dressing, brushing teeth, toileting, and washing hands independently.
PH.PK.HP.HD.2	Participate in structured and unstructured physical activities in order to enhance fitness.

PH.PK.HP.HD.3	Communicate an understanding of the importance of healthy routines.
PH.PK.HP.HD.4	Demonstrate and communicate the ability to make healthy food choices. (example: distinguishing food as healthy and unhealthy; distinguishes food on a continuum from most healthy to least healthy)
Standard: Gross Motor (GM)	
Cluster	**Gross Motor Development (GMD)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
PH.PK.GM.GMD.1	Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.
PH.PK.GM.GMD.2	Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting a ball, and riding a tricycle.
PH.PK.GM.GMD.3	Move with emergent balance on lines, balance beams, curbs, riding, equipment, and play structures.
PH.PK.GM.GMD.4	Understand movement and concepts, such as control of the body, how the body moves (such as an awareness of space and directionality) and that the body can move independently or in coordination with other objects.
Standard: Fine Motor (FM)	
Cluster	**Fine Motor Development (FMD)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
PH.PK.FM.FMD.1	Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools such as but not limited to scissors, staplers, hammers, and eating utensils.
PH.PK.FM.FMD.2	Demonstrate increased accuracy of eye-hand coordination and use of **opposing** hand movements such as but not limited to building with blocks, stringing with beads, cutting with scissors, and putting puzzles together.
PH.PK.FM.FMD.3	Demonstrate increased ability to use writing, drawing, and art tools such as but not limited to pencils, paint brushes, chalk, markers, and developmentally appropriate technology.
PH.PK.FM.FMD.4	Demonstrate increased ability with self-help skills such but not limited to buttoning, zipping, and dressing skills.

CONTENT AREA: Approaches to Learning (AL)

Approaches to Learning refers to observable behaviors that indicate ways children become engaged in and respond to social interactions and learning experiences. Children's approaches to learning contribute to their success in school and influence their development and learning in all other domains. Children's ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves. Many early learning experts view approaches to learning as one of the most important domains of early childhood development. In the domain of Approaches to Learning, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

Standard: Initiative and Curiosity (IC)	
Cluster	**Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning (IV)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have*

	regular opportunities to:
AL.PK.IC.IV.1	Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.
AL.PK.IC.IV.2	Originate and combine ideas to learn and discuss a range of topics.
AL.PK.IC.IV.3	Inquire and investigate.
Standard: Persistence and Attentiveness (PA)	
Cluster	**Engagement in activities with persistence and attention (EA)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
AL.PK.PA.EA.1	Engage in project or activity over an extended period of time.
AL.PK.PA.EA.2	Continuously create, develop, and implement plans.
AL.PK.PA.EA.3	Seek solutions to questions, tasks, or problems through trial and error.
Standard: Cooperation (CO)	
Cluster	**Interest and engagement in group experiences (IE)**
Objectives	*Through a developmentally appropriate, integrated approach, students will have regular opportunities to:*
AL.PK.CO.IE.1	Initiate and engage in learning experiences and play with peers.
AL.PK.CO.IE.2	Relate and share knowledge with peers.
AL.PK.CO.IE.3	Assemble and guide classroom activities.