

DEVELOPMENTAL DOMAIN 5

Cognitive Development

STANDARDS	BENCHMARKS / Example
Approaches to Learning 5.0 <i>Demonstrates positive approaches to learning</i>	5.0.1 Engages and sustains attention to age-appropriate tasks <i>Example:</i> » Child pays attention and tries to imitate events and effects » Child accepts an invitation to participate in an activity and remains involved
	5.0.2 Shows eagerness and curiosity for learning <i>Example:</i> » Child participates in playing "Peek-a-Boo" » Child enjoys taking things apart
	5.0.3 Identifies, analyzes, and seeks solutions to problems <i>Example:</i> » Child seeks ways to obtain items out of reach » Child keeps looking through a pile of letters for those that are in his/her name
	5.0.4 Shows inventiveness: Plans and pursues appropriate activities <i>Example:</i> » Child uses new tools in familiar activities and experiences
	5.0.5 Demonstrates flexibility and adaptability <i>Example:</i> » Child substitutes objects such as a block for a cell phone or a brush for a microphone » Child adapts to unexpected change in daily schedule
Creative Expression / Fine Arts 5.1 <i>Creates, interprets, performs and responds to art, drama, practical arts, music and movement</i>	ART 5.1.1 Utilizes a variety of age-appropriate media; handles and cares for tools correctly while using techniques and processes for sensory experience and creative exploration <i>Example:</i> » Child engages in various sensory activities » Child plays with playdough, rolling and flattening it to make various shapes
	5.1.2 Uses art to express thoughts and feelings about the environment and community <i>Example:</i> » Child uses art materials to create a picture to represent what he/she thinks or feels » Child creates a picture showing an environmental issue in his/her community
	5.1.3 Describes and explores the characteristics of artwork <i>Example:</i> » Child participates in an art show where his/her art is displayed » Child describes the reasoning for the art materials he/she used to create his/her picture
	5.1.4 Begins to explore and appreciate new concepts, vocabulary, history and various cultures through art <i>Example:</i> » Child makes a piñata and talks about its characteristics and uses » Child utilizes various shades of crayons for people's skin color

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DRAMA	<p>5.1.5 Responds to dramatic play experiences <i>Example:</i> » Child displays emotional responses in dramatic play » Child imitates simple actions that he/she has seen adults doing</p>
	<p>5.1.6 Uses props to explore and create enhancement to imaginative play <i>Example:</i> » Child uses dress-up clothes to re-enact familiar scenarios » Child uses objects in nature for creative play</p>
	<p>5.1.7 Participates in dramatic play to express feelings, dramatize stories, and re-enact real-life experience <i>Example:</i> » Child pretends to play house and mimics adults » Child role plays a Bible story and exhibits accurate emotional portrayal</p>
	<p>5.1.8 Begins to explore and appreciate history, and various cultures through drama <i>Example:</i> » Child role plays a story read by an adult</p>
MUSIC & MOVEMENT	<p>5.1.9 Explores new and various music types, rhythm and musical instruments <i>Example:</i> » Child selects various musical instruments and/or items to make sounds and rhythms</p>
	<p>5.1.10 Participates in listening, singing, and performing action songs <i>Example:</i> » Child listens to music individually or in a group » Child imitates the motions to a song</p>
	<p>5.1.11 Begins to explore and appreciate history, and various cultures through music and movement <i>Example:</i> » Child plays with instruments from a variety of cultures, such as maracas, rainsticks, etc. » Child explores specific movements of cultural songs</p>
	<p>5.1.12 Uses movement and music to express thoughts, feelings, and creativity <i>Example:</i> » Child moves around the room expressing various music styles such as marches and glides</p>
PRACTICAL ARTS	<p>5.1.13 Begins to enjoy the process of learning to sew, cook, woodwork, garden, etc <i>Example:</i> » Child enjoys stirring, mixing, kneading, digging in the dirt, etc. » Child practices skills through dramatic play » Child practices sewing, using sewing cards, etc.</p>
	<p>5.1.14 Begins to explore and appreciate the history and various cultures through the practical arts <i>Example:</i> » Child builds a teepee or a log cabin while the teacher talks about First Nations and settlers » Child comments: "I would like to live in an igloo." or "I would like to live in a grass hut."</p>
	<p>5.1.15 Responds to practical art experiences, new concepts, and vocabulary <i>Example:</i> » Child uses newly learned vocabulary and concepts in preparing a holiday meal</p>

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NUMBERS & OPERATIONS Mathematics 5.2 <i>Develops in numbers and operations, geometry, spatial sense, patterns and relationships, measurement, and exploring data</i>	5.2.1 Uses mathematical terms and counting in context of daily routines, activities, and play <i>Example:</i> » <i>Child practices sequencing through calendar, daily schedule, lining up, counting the days of school to 100, etc.</i> » <i>Child practices counting through playing games, such as choosing team members, grouping in patterns and sorting</i>
	5.2.2 Uses numbers and counting to analyze quantity and number relationships <i>Example:</i> » <i>Child counts and distributes the number of items needed for an activity</i>
	5.2.3 Begins to identify numbers in print <i>Example:</i> » <i>Child identifies numbers through calendar and birthday activities</i> » <i>Child identifies numbers during dramatic play</i>
SPATIAL RELATIONS	5.2.4 Investigates spatial relationships, recognizes two- and three-dimensional shapes and attributes of common shapes <i>Example:</i> » <i>Child assembles a puzzle correctly</i> » <i>Child builds a structure with building materials and can identify their shapes</i>
	5.2.5 Recognizes, creates, duplicates, and names simple patterns <i>Example:</i> » <i>Child duplicates a place setting around a table</i> » <i>Child identifies, classifies, and compares a variety of simple shapes</i> » <i>Child creates simple patterns using simple shapes</i>
	5.2.6 Explores the various kinds of relationships among objects, events, and actions <i>Example:</i> » <i>Child recognizes upcoming events on a schedule</i> » <i>Child predicts what will happen when a ball crashes into a block tower</i>
	5.2.7 Uses and responds appropriately to positional words <i>Example:</i> » <i>Child determines where to stand in a line according to height</i> » <i>Child places items in order of 1st, 2nd, 3rd, etc.</i>
COMPARISONS & MEASUREMENTS	5.2.8 Uses a variety of standard and non-standard means of measurement <i>Example:</i> » <i>Child uses his/her own feet to measure the length of an object</i> » <i>Child uses a variety of materials to measure</i>
	5.2.9 Collects, organizes, categorizes, displays, and uses relevant data <i>Example:</i> » <i>Child lines up small toy animals by size</i> » <i>Child uses a graph to sort classmates' favorite colors</i>
	5.2.10 Develops problem-solving skills through the application of different strategies <i>Example:</i> » <i>Child matches shapes in a shape sorter correctly</i> » <i>Child successfully assembles a floor puzzle</i>
	5.2.11 Begins to understand time in context of daily routines <i>Example:</i> » <i>Child begins to understand the daily schedule of the classroom</i> » <i>Child begins to understand what activity comes before or after another</i>

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<p>Science</p> <p>5.3 <i>Uses scientific methods to experience physical, life, space, and earth sciences</i></p>	<p>5.3.1 Explores, collects, inquires, predicts, experiments with, makes discoveries, and describes results about objects, organisms, and events in the environment Example: » Child gathers objects from nature to conduct experiments that will lead to new discoveries » Child collects objects and classifies them</p>
	<p>5.3.2 Interacts with objects and materials to investigate and describe their physical properties Example: » Child investigates the forms of water (ice, steam, liquid) and makes a prediction</p>
	<p>5.3.3 Discovers characteristics of living and non-living things Example: » Child identifies living and non-living things by looking at pictures, objects, etc. » Child uses a magnifying glass to investigate living and non-living things, such as, ants, ladybugs, rocks, sticks, etc.</p>
	<p>5.3.4 Understands that all living things must be cared for Example: » Child participates in growing a plant from a seed » Child helps to care for a classroom pet</p>
	<p>5.3.5 Participates in activities to preserve the ecosystem Example: » Child helps sort trash for recycling » Child helps to clean up the playground</p>
	<p>5.3.6 Explores properties of earth and space Example: » Child begins to understand that the earth is round like a ball or a globe » Child begins to understand that the sun provides the earth with heat</p>
	<p>5.3.7 Uses senses and simple tools to learn about objects, observe and explore earth, space, and natural phenomena Example: » Child uses a stick or leaf to pick up and examine an insect » Child experiences air currents by blowing on a pinwheel</p>
	<p>5.3.8 Makes use of opportunities and materials for discussing scientific notions Example: » Child explains what will happen when various objects are placed in water (floating or sinking) » Child analyzes what took place when something unexpected happened (curtain moves with the breeze)</p>

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<p>Social Studies:</p> <p>5.4 <i>Develops an appreciation of self and others in relationship to social systems, places, economics, civic responsibilities, and events</i></p>	<p>5.4.1 Develops an awareness, and sense of belonging and acceptance as a family, classroom, and community <i>Example:</i> » <i>Child demonstrates positive social behaviors while in a group</i> » <i>Child recognizes and greets a familiar person outside his/her family group</i></p>
	<p>5.4.2 Recognizes and appreciates the relationship between people of various ages, genders, abilities, cultures, and ethnicity, through varied experiences and materials <i>Example:</i> » <i>Child participates in events such as grandparent's day or international food fairs</i> » <i>Child demonstrates interest in meeting people and hearing stories from various cultures</i></p>
	<p>5.4.3 Understands physical features and characteristics of geography <i>Example:</i> » <i>Child recognizes different land formations (mountains, oceans, beaches, etc.)</i> » <i>Child matches different types of houses and clothing to various environments</i></p>
	<p>5.4.4 Develops an awareness of the relationship between people, places, and regions <i>Example:</i> » <i>Child identifies other cities or countries where families or friends live</i> » <i>Child understands that sometimes different places have different foods and customs</i></p>
	<p>5.4.5 Recognizes the relationship between needs versus wants, supply and demand, and other economic concepts <i>Example:</i> » <i>Child identifies needs as food, clothes, shelter, love, etc.</i> » <i>Child explains that his/her parent works to earn money to buy food</i></p>
	<p>5.4.6 Realizes that money is used in exchange of goods and services <i>Example:</i> » <i>Child goes with an adult to the store to purchase items</i> » <i>Child uses play money in the dramatic play center</i></p>
	<p>5.4.7 Begins to understand social roles and responsibilities in the family, community, and workplace, through play <i>Example:</i> » <i>Child assists with family chores, e.g., setting the table</i> » <i>Child serves as the line leader and others follow</i> » <i>Child imitates adult occupations through dramatic play</i></p>
	<p>5.4.8 Begins to track events of the past, present, and future <i>Example:</i> » <i>Child tracks events of the past, present, and future through daily calendar routine</i> » <i>Child recalls past events and plans for future events</i></p>
	<p>5.4.9 Participates in discussions about fairness, responsibility, differences, friendship, and authority <i>Example:</i> » <i>Child discusses various behaviors as a member of the class family</i> » <i>Child participates in doing classroom chores</i> » <i>Child exhibits fairness to others when following directions</i></p>
	<p>5.4.10 Begins to understand how people can affect environments and take positive actions to show care for the classroom and community in which one lives <i>Example:</i> » <i>Child participates in a recycling project</i> » <i>Child helps to keep the classroom orderly</i></p>

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<p>Technology:</p> <p>5.5 <i>Begins to develop an awareness of different forms of technology and media</i></p>	<p>5.5.1 Begins to understand how different forms of technology and media help people</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child uses an object to pretend he/she is making a video call</i> » <i>Child plays with a calculator or cash register during dramatic play</i>
	<p>5.5.2 Begins to use appropriately and independently different forms of technology relevant to the young child</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child uses headphones in the listening center</i> » <i>Child manipulates a mouse for the computer</i>
	<p>5.5.3 Begins to appreciate how technology can enrich classroom learning experiences</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child listens to a story or music on a device</i> » <i>Child participates with the teacher in an interactive lesson (e.g., touch pad)</i> » <i>Child is recorded telling his/her favorite story or family event</i>