



**Adventist Education**

A JOURNEY TO EXCELLENCE

# Early Childhood Developmental Learning Standards

2019

**NORTH AMERICAN DIVISION OF SEVENTH-DAY ADVENTISTS**

OFFICE OF EDUCATION

EARLY CHILDHOOD EDUCATION

Developmental Learning Standards

# Early Childhood Developmental Learning Standards

## GOAL

The North American Division Early Childhood Developmental Learning Standards outline benchmarks and skills that young children acquire during the birth-to-five-year period. These standards were developed through a Seventh-day Adventist world view across the birth through 12th grade curricula with integration of research-based national and provincial/state standards. They are designed to provide direction in program planning and equipping teachers to deliver instruction emphasizing Seventh-day Adventist goals, concepts, and values in a developmentally appropriate manner. Additionally, they support the development and well-being of the young child and enhance learning in five domains. Each domain contains standards with benchmarks and Example.

## DOMAINS

The standards are grouped in five developmental domains:

1. Spiritual
2. Physical and Health
3. Social-Emotional
4. Language/Communication
5. Cognitive

## DEVELOPMENT COMMITTEE MEMBERS

Evelyn Sullivan	Director of Early Childhood Education for the North American Division/Chairperson
Joseph Allison	Conference Superintendent for Iowa-Missouri, Mid-America Union Conference
Marlene Alvarez	Associate Director of Early Childhood Education, Atlantic Union Conference
Michele Gavin	Principal/ECP Director for Friendship Adventist School, Columbia Union Conference
Shad Lehman	Associate Director for Early Childhood Education, SDA Church in Canada
Tamara Libonati	Associate Director for Early Childhood Education, Southern Union Conference
Golda Pflugrad	Associate Director for Early Childhood Education, North Pacific Union Conference
Nadine Spencer-Élysée	Principal/ECP Director for Westchester SDA Area School, Atlantic Union Conference
Sue Tidwell	Early Childhood Education Coordinator, Lake Union Conference
Julie Yamada	Associate Director for Early Childhood Education, Pacific Union Conference

DEVELOPMENTAL DOMAIN 1

# Spiritual Development

STANDARDS	BENCHMARKS / Example
<p><b>God</b></p> <p>1.1 <i>Begins to develop beliefs about God, Jesus, the Holy Spirit, and angels</i></p>	<p>1.1.1 Begins to understand God—The Father, Jesus— the Son, and Holy Spirit  <i>Example:</i>                      » Child recalls that God’s immediate family is made up of The Father, Son and Holy Spirit</p>
	<p>1.1.2 Begins to experience God’s unconditional love  <i>Example:</i>                      » Child says, “Jesus loves me like my parents love me.”                      » Child accepts comfort from someone who disciplines him/her</p>
	<p>1.1.3 Begins to exercise faith and communicate with God through prayer  <i>Example:</i>                      » Child asks if he/she may have prayer at mealtime                      » Child closes eyes and folds hands during prayer                      » Child has prayer request                      » Child says, “We should pray,” when a difficult situation arises</p>
	<p>1.1.4 Begins to express belief that God sends His angels to protect His children  <i>Example:</i>                      » Child says, “I know my angel watches over me.”                      » Child tells someone, “We don’t need to worry, our angels are with us.”</p>
	<p>1.1.5 Begins to demonstrate a desire to learn more about Jesus  <i>Example:</i>                      » Child asks, “What was Jesus like when He was little?”                      » Child role plays the story of Jesus in the dramatic play center</p>
<p><b>The Bible</b></p> <p>1.2 <i>Begins to understand that God speaks to people through the Bible</i></p>	<p>1.2.1 Begins to develop an interest in Bible stories and memory verses  <i>Example:</i>                      » Child learns and recites memory verses                      » Child participates in Bible charades</p>
	<p>1.2.2 Begins to recognize that the Bible is God speaking to us and is the source of truth  <i>Example:</i>                      » Child responds, “The Bible says...”                      » Child says, “Jesus says...”</p>
	<p>1.2.3 Begins to understand that the Bible contains God’s law that teaches us how to live  <i>Example:</i>                      » Child expresses that something is right or wrong                      » Child says, “We need to follow God’s law.”</p>

STANDARDS	BENCHMARKS / Example
<p><b>Creation</b></p> <p>1.3 <i>Begins to understand the events of creation, the nature of man and his relationship to God</i></p>	<p>1.3.1 Begins to develop an appreciation of creation and an interest in studying nature  <i>Example:</i>                      » Child looks at a flower and says, "God made this."                      » Child shows enthusiasm while playing in the outdoor environment that God created</p>
	<p>1.3.2 Begins to understand that man was made in God's image with the freedom to make choices  <i>Example:</i>                      » Child says, "God made me like Him."                      » Child understands that he/she can make choices</p>
	<p>1.3.3 Begins to build a relationship with God through prayer and praise  <i>Example:</i>                      » Child initiates prayer to God who is his/her friend                      » Child participates in singing Bible songs to praise God</p>
	<p>1.3.4 Begins to accept God's gift of the Sabbath  <i>Example:</i>                      » Child says, "The seventh day of creation is God's special day."                      » Child talks about going to church to worship on the Sabbath                      » Child asks to go to church on Sabbath to praise God</p>
	<p>1.3.5 Begins to respond to nature by showing sympathy, compassion, and a caring spirit  <i>Example:</i>                      » Child expresses emotion for the death of a pet or a plant                      » Child shows concern or compassion for a sick classmate</p>
<p><b>Salvation</b></p> <p>1.4 <i>Begins to understand the plan of salvation</i></p>	<p>1.4.1 Begins to comprehend that good and bad things happen, there is good versus evil, there is a yes and a no  <i>Example:</i>                      » Child points to a wilted flower and says, "The flower died."                      » Child identifies Example of people doing good and/or bad things</p>
	<p>1.4.2 Begins to understand Jesus' love through His death and resurrection  <i>Example:</i>                      » Child sees a picture of Jesus on the cross, points and says: "Jesus died for me."                      » Child points to a picture of the second coming and says, "Jesus is alive and He's coming back for me."</p>
	<p>1.4.3 Begins to realize that Jesus wants to save everyone from evil or harmful things  <i>Example:</i>                      » Child says, "Jesus wants everyone to go to heaven."                      » Child says, "Jesus is stronger than Satan."</p>
	<p>1.4.4 Begins to express love for Jesus and exhibits Christ-like behavior  <i>Example:</i>                      » Child says, "I love Jesus."                      » Child says, "I want to be like Jesus."                      » Child shows compassion for others like Jesus did</p>
	<p>1.4.5 Begins to understand and practice forgiveness  <i>Example:</i>                      » Child asks for forgiveness                      » Child accepts apologies</p>

STANDARDS	BENCHMARKS / Example
<p><b>Worship &amp; Church Life</b></p> <p>1.5 <i>Begins to develop an understanding of the church family and service to others</i></p>	<p>1.5.1 Begins to participate in worship to God through praying, singing, Bible story lessons, testimonials/sharing through conversations, witnessing, etc.  <b>Example:</b>                      » Child participates in singing worship songs                      » Child is able to repeat/say a simple prayer</p>
	<p>1.5.2 Begins to understand that there are churches and places where people go to worship God  <b>Example:</b>                      » Child shares about his/her worship experience at church                      » Child is able to identify pictures of places of worship</p>
	<p>1.5.3 Begins to show reverence during worship times  <b>Example:</b>                      » Child sits quietly while listening to Bible stories                      » Child is reverent during prayer (still, quiet, etc.)</p>
	<p>1.5.4 Begins to recognize that the church family is made up of a diverse group of people  <b>Example:</b>                      » Child understands that a church family is made up of people different from himself/herself</p>
	<p>1.5.5 Begins to understand baptism and the Lord's Supper  <b>Example:</b>                      » Child listens to Bible stories about baptism and the Lord's Supper                      » Child role plays the Lord's Supper</p>
	<p>1.5.6 Begins to be familiar with Bible stories and teachings from Ellen G. White and Bible prophets  <b>Example:</b>                      » Child can retell or role play a Bible story he/she has heard                      » Child can identify the main character of a Bible story                      » Child can retell or role play stories of Ellen G. White</p>
	<p>1.5.7 Begins to develop an understanding of his/her gifts to be used for serving God and others  <b>Example:</b>                      » Child makes cards for the elderly                      » Child participates in gathering food donations</p>
	<p>1.5.8 Begins to recognize that worship to God can take place anywhere, anytime  <b>Example:</b>                      » Child participates in worship in various places                      » Child participates in chapel</p>

STANDARDS	BENCHMARKS / Example
<p><b>Christian Living</b></p> <p>1.6 <i>Begins to recognize the joy in Christian living</i></p>	<p>1.6.1 Begins to understand and demonstrate that obeying the Ten Commandments brings true happiness  <i>Example:</i>                      » Child begins to understand that lying can hurt others and self                      » Child begins to understand that stealing is wrong</p>
	<p>1.6.2 Begins to demonstrate thankfulness to God through stewardship  <i>Example:</i>                      » Child begins to show respect and care for things that God has given him/her                      » Child begins to understand the importance of caring for the environment</p>
	<p>1.6.3 Begins to show love and appreciation for family and others  <i>Example:</i>                      » Child makes a thank you card for parents or friends                      » Child offers to help others with a task without being asked</p>
	<p>1.6.4 Begins to understand the Biblical concepts of good health habits and respects his/her body as the temple of God  <i>Example:</i>                      » Child can identify foods that are healthy for his/her body                      » Child talks about the importance of getting plenty of rest, water, exercise, and fresh air</p>
	<p>1.6.5 Begins to appreciate God’s Sabbath as a day of rest and healthy restoration  <i>Example:</i>                      » Child shares about a Sabbath day experience with his/her family                      » Child shares how he/she rests and eats healthy when not at preschool</p>
	<p>1.6.6 Begins to show understanding of the Golden Rule and its application  <i>Example:</i>                      » Child shares his/her toy without being asked                      » Child invites a new child to play with him/her</p>
	<p>1.6.7 Begins to develop a personal relationship with Jesus  <i>Example:</i>                      » Child goes to a corner and prays quietly to Jesus</p>
<p><b>Jesus’ Return</b></p> <p>1.7 <i>Begins to anticipate the soon coming of Jesus</i></p>	<p>1.7.1 Begins to demonstrate eagerness for Jesus’ return  <i>Example:</i>                      » Child exhibits an enthusiastic attitude toward stories about Jesus’ second coming                      » Child asks, “When is Jesus coming?”</p>
	<p>1.7.2 Begins to look forward to living with Jesus forever  <i>Example:</i>                      » Child asks, “What will Heaven be like?”                      » Child says, “When I get to Heaven...”                      » Child role plays the trip going to Heaven</p>

DEVELOPMENTAL DOMAIN 2

# Physical & Health

STANDARDS	BENCHMARKS / Example
<p><b>Gross Motor</b></p> <p>2.1 <i>Participates in a variety of gross and perceptual motor activities with age-appropriate equipment to develop control, balance, strength, and coordination</i></p>	<p>2.1.1 Uses spatial awareness to control body movements and perceptual motor integration to show the ability of different sensory systems (visual, auditory, etc.) working together  <b>Example:</b>                      » Child kicks a ball                      » Child balances while walking on a line                      » Child holds onto feet while lying on back</p> <hr/> <p>2.1.2 Develops coordination and balance  <b>Example:</b>                      » Child can sit, rock, stand, hop on one foot, etc.</p> <hr/> <p>2.1.3 Increases strength, endurance, and flexibility  <b>Example:</b>                      » Child picks up large blocks for building                      » Child plays running games (tag, racing)                      » Child crawls through a tunnel</p> <hr/> <p>2.1.4 Coordinates large muscle movements  <b>Example:</b>                      » Child can roll-over, crawl, walk, throw, run, etc.</p>
<p><b>Fine Motor</b></p> <p>2.2 <i>Uses fine motor skills in a variety of age-appropriate ways with purpose, precision, and coordination</i></p>	<p>2.2.1 Develops eye-hand coordination  <b>Example:</b>                      » Child successfully uses safety scissors to cut                      » Child builds with small connecting blocks</p> <hr/> <p>2.2.2 Holds and uses objects properly  <b>Example:</b>                      » Child uses hands and fingers to reach, grasp, manipulate and release</p> <hr/> <p>2.2.3 Shows increasing refinement and detail in movements  <b>Example:</b>                      » Child holds a small block with thumb and fingertips                      » Child draws and paints with control                      » Child tears paper into pieces</p> <hr/> <p>2.2.4 Performs tasks that require small muscle strength and control  <b>Example:</b>                      » Child strings large beads                      » Child hits peg with a toy hammer</p>

STANDARDS	BENCHMARKS / Example
<p><b>Health</b></p> <p>2.3 <i>Participates in activities related to health and personal care routines</i></p>	<p>2.3.1 Willingly takes part in various learning experiences about nutrition and tries a variety of nutritious foods  <i>Example:</i></p> <ul style="list-style-type: none"> <li>» Child shows an interest in the kinds of foods being eaten by others</li> <li>» Child willingly tries new foods</li> <li>» Child participates in preparing his/her own healthy snack</li> </ul> <hr/> <p>2.3.2 Learns the importance of a healthy body, daily physical activity, and rest  <i>Example:</i></p> <ul style="list-style-type: none"> <li>» Child willingly rests at nap time</li> <li>» Child tells a friend, "Let's play tag."</li> </ul> <hr/> <p>2.3.3 Shows increasing independence in performing personal care routines  <i>Example:</i></p> <ul style="list-style-type: none"> <li>» Child gets a tissue to wipe his/her nose and then washes hands</li> <li>» Child covers mouth when sneezing and/or coughing</li> </ul> <hr/> <p>2.3.4 Shows understanding of the importance of visiting the doctor, dentist, etc. and following their instructions  <i>Example:</i></p> <ul style="list-style-type: none"> <li>» Child roleplays as a dentist, doctor, etc.</li> <li>» Child shares about his/her experience at the optometrist</li> </ul>
<p><b>Safety</b></p> <p>2.4 <i>Recognizes and practices safe behaviors</i></p>	<p>2.4.1 Listens to and follows adult directions on safety procedures  <i>Example:</i></p> <ul style="list-style-type: none"> <li>» Child follows directions during emergency drills</li> <li>» Child follows classroom safety rules, e.g. walking not running</li> <li>» Child handles scissors safely</li> </ul> <hr/> <p>2.4.2 Knows how and when to seek help  <i>Example:</i></p> <ul style="list-style-type: none"> <li>» Child seeks out an adult when someone gets hurt</li> <li>» Child understands when and how to call 911</li> </ul> <hr/> <p>2.4.3 Develops knowledge of environmental safety practices  <i>Example:</i></p> <ul style="list-style-type: none"> <li>» Child is aware of safety practices regarding car/booster seat, water, sun, animals, plants, playgrounds, fire, streets, weapons, medications, poisons, tools, etc.</li> </ul> <hr/> <p>2.4.4 Develops knowledge of personal safety including good and bad touch, stranger awareness, and knowing personal information  <i>Example:</i></p> <ul style="list-style-type: none"> <li>» Child recites home address and parent's phone number</li> <li>» Child describes stranger danger and personal space</li> </ul>
<p><b>Sensory Development</b></p> <p>2.5 <i>Uses senses to become aware of the social and physical environment</i></p>	<p>2.5.1 Children use their senses to explore objects and people in their environment  <i>Example:</i></p> <ul style="list-style-type: none"> <li>» Child participates in a walk-a-long and describes the environment by using his/her senses</li> <li>» Child identifies others by recognizing his/her voice</li> </ul>



DEVELOPMENTAL DOMAIN 3  
**Social & Emotional**

STANDARDS	BENCHMARKS / Example
<p><b>Self-awareness</b></p> <p>3.1 <i>Develops confidence and self-awareness</i></p>	<p>3.1.1 Recognizes own abilities and accomplishments  <i>Example:</i>                      » <i>Child takes pride in showing his/her work to others</i>                      » <i>Child takes the lead in an activity</i>                      » <i>Child celebrates a milestone or achievement</i></p> <hr/> <p>3.1.2 Recognizes individual uniqueness  <i>Example:</i>                      » <i>Child recognizes himself/herself in a mirror</i>                      » <i>Child identifies his/her positive abilities</i>                      » <i>Child recognizes that his/her talent is a gift from God</i>                      » <i>Child identifies similarities and differences between self and peers</i></p> <hr/> <p>3.1.3 Expresses feelings through facial expressions, movements, gestures, actions, sounds, words or language  <i>Example:</i>                      » <i>Child shows feelings nonverbally through facial and body expressions</i>                      » <i>Child verbally expresses his/her feelings to a teacher or peer</i></p> <hr/> <p>3.1.4 Begins to identify and understand one’s own feelings  <i>Example:</i>                      » <i>Child verbalizes the situation that is making him/her feel a certain emotion</i>                      » <i>Child identifies his/her own feelings from pictures or chart</i></p>
<p><b>Self-Control</b></p> <p>3.2 <i>Develops self-control, competence, and personal responsibility</i></p>	<p>3.2.1 Manages transitions, adapts to changes, and accepts redirection  <i>Example:</i>                      » <i>Child is able to accept separation from his/her parent/guardian/caregiver when dropped off</i>                      » <i>Child is able to leave play time and willingly transition to another activity</i>                      » <i>Child is able to separate from his/her friends when necessary</i></p> <hr/> <p>3.2.2 Follows rules and routines purposefully and respectfully  <i>Example:</i>                      » <i>Child puts things away when requested</i>                      » <i>Child follows the classroom routine without prompting or complaining</i>                      » <i>Child gets his/her own lunch and sets it out</i></p> <hr/> <p>3.2.3 Shows initiative, self-direction, positive attitudes, sustains attention to task, and takes responsibility for actions  <i>Example:</i>                      » <i>Child demonstrates persistence by working on a project to completion</i>                      » <i>Child cleans up spill without a request from the teacher</i>                      » <i>Child gets his/her own shoes and attempts to put them on</i></p> <hr/> <p>3.2.4 Regulates emotions, behaviors, and impulse control in an appropriate manner  <i>Example:</i>                      » <i>Child picks up a blanket or stuffed animal for comfort</i>                      » <i>Child waits his/her turn</i></p>

STANDARDS	BENCHMARKS / Example
<p><b>Interpersonal Relationships</b></p> <p>3.3 <i>Develops trust, prosocial behavior, interpersonal and social skills for relating with others</i></p>	<p>3.3.1 Respects rights and needs of others, and learns to help others  <i>Example:</i>                      » Child asks to play with a toy that another child is playing with                      » Child helps other children clean up</p>
	<p>3.3.2 Begins to accurately read and comprehend emotional states in others and shows empathy  <i>Example:</i>                      » Child empathizes by comforting another child                      » Child corrects a situation and provides help to someone who is hurting</p>
	<p>3.3.3 Works and plays cooperatively with others  <i>Example:</i>                      » Child works with other children to build a tower                      » Child cooperates with others to determine roles in dramatic play</p>
	<p>3.3.4 Uses age-appropriate conflict resolution skills  <i>Example:</i>                      » Child exchanges a toy with another child                      » Child shares crayons                      » Child uses words instead of physical actions</p>
	<p>3.3.5 Uses courteous words and actions  <i>Example:</i>                      » Child uses the words "Please", "No, thank you", and "Thank you" appropriately                      » Child offers a snack to a friend before taking his/her own</p>
	<p>3.3.6 Forms and sustains relationships with peers, adults, and those who provide consistent nurturance  <i>Example:</i>                      » Child makes a card for an adult                      » Child welcomes new classmate                      » Child seeks and/or accepts comfort from others</p>

## DEVELOPMENTAL DOMAIN 4

## Language &amp; Communication

STANDARDS	BENCHMARKS / Example
<b>Spoken / Expressive</b> 4.1 <i>Uses language to communicate ideas, experiences, questions, and feelings</i>	4.1.1 Verbalizes, gestures, or uses other strategies to communicate wants and needs <i>Example:</i> » Child uses sign language, words, or expressions spoken in the home to communicate
	4.1.2 Initiates and engages in conversation which should include age appropriate words and description of events <i>Example:</i> » Child shares about an experience he/she has had
	4.1.3 Speaks clearly using appropriate tone and inflection <i>Example:</i> » Child mimics appropriate tone and inflection in relating a story or experience
	4.1.4 Names and describes familiar people, objects, and events <i>Example:</i> » Child responds to the question who/what is that » Child looks at a picture and names who/what is in it
	4.1.5 Utilizes age-appropriate materials that help initiate discussions and problem solving <i>Example:</i> » Child leads adult to an object of interest » Child initiates a discussion from a picture book, poster, video, etc.
<b>Listening / Receptive</b> 4.2 <i>Listens and comprehends directions, conversations, and stories</i>	4.2.1 Follows increasingly complex instructions <i>Example:</i> » Child responds to adult's instruction, such as, "Put the block on the table and go to the rug." » Child responds to multiple directions, such as, "Put your sweater on and line up to go outside."
	4.2.2 Responds to verbal requests, questions, and statements <i>Example:</i> » Child retrieves shoes upon request » Child responds to questions, such as, "Where is your coat?"
	4.2.3 Makes predictions <i>Example:</i> » Child looks up at a dark sky and says, "It's going to rain."
	4.2.4 Gains information <i>Example:</i> » Child realizes that it is hot outside and removes sweater
	4.2.5 Retells information <i>Example:</i> » Child retells a familiar story » Child repeats the teacher's instructions

STANDARDS	BENCHMARKS / Example
<b>Pre-Writing</b> 4.3 <i>Uses age-appropriate writing to communicate ideas</i>	4.3.1 Uses scribbles, shapes, pictures and letters <i>Example:</i> » <i>Child uses scribbles to represent writing activities, such as signing-in, writing a note, etc.</i>
	4.3.2 Dictates thoughts, experiences, and stories <i>Example:</i> » <i>Child willingly partners with an adult to dictate a story or experience</i>
	4.3.3 Uses a variety of writing tools, materials and surfaces <i>Example:</i> » <i>Child draws or writes on a variety of surfaces using pencils, crayons, paint, etc.</i>
	4.3.4 Develops left to right orientation <i>Example:</i> » <i>Child pretends to write his/her name using left to right movement</i>
	4.3.5 Explains own "writing" to others <i>Example:</i> » <i>Child scribbles or writes on a page and says, "This is a note for my mommy."</i>
	4.3.6 Holds writing utensils properly and positions paper correctly for both right-handed and left-handed children <i>Example:</i> » <i>Child holds crayon and positions paper appropriately</i>

STANDARDS	BENCHMARKS / Example
<p><b>Pre-Reading</b></p> <p>4.4 <i>Uses age-appropriate strategies to develop reading skills</i></p>	<p>4.4.1 Recognizes that print has meaning  <i>Example:</i>                      » <i>Child points to the word under a picture of a dog, and says "Dog"</i></p>
	<p>4.4.2 Shows increasing interest in books, being read to in a variety of situations, and reading related activities with songs, rhymes and games  <i>Example:</i>                      » <i>Child selects a book and asks for it to be read</i>                      » <i>Child participates and completes familiar songs, rhymes, or word games</i></p>
	<p>4.4.3 Explores a variety of books and engages in pretend reading  <i>Example:</i>                      » <i>Child pretends to read to a stuffed animal</i>                      » <i>Child pretends to read a letter in the dramatic play center</i></p>
	<p>4.4.4 Exhibits book-handling skills  <i>Example:</i>                      » <i>Child turns a book right-side-up when it is handed upside down</i>                      » <i>Child treats books with care</i></p>
	<p>4.4.5 Begins to recognize that letters form words and words form sentences  <i>Example:</i>                      » <i>Child with assistance begins to make simple words out of letter blocks</i>                      » <i>Child recognizes and reads his/her name</i></p>
	<p>4.4.6 Begins to track the direction of print  <i>Example:</i>                      » <i>Child imitates tracking words as the teacher reads</i>                      » <i>Child recognizes when a word has been left out from a familiar story</i></p>
	<p>4.4.7 Begins to develop a sense of story, responds to text, and recalls a story in sequence  <i>Example:</i>                      » <i>Child recalls the beginning, middle, and ending of a story</i></p>
	<p>4.4.8 Shows phonological and phonemic awareness  <i>Example:</i>                      » <i>Child claps each syllable of his/her name</i>                      » <i>Child recognizes the beginning sound of a word</i></p>
<p><b>Vocabulary</b></p> <p>4.5 <i>Develops an understanding of new vocabulary introduced in conversations, activities, field trips, stories, or print</i></p>	<p>4.5.1 Shows a growing vocabulary in all areas: listening, speaking, writing and reading  <i>Example:</i>                      » <i>Child uses a new word correctly in a sentence</i>                      » <i>Child shows excitement when introduced to a new object</i></p>
	<p>4.5.2 Uses positional, directional, temporal, and comparative vocabulary  <i>Example:</i>                      » <i>Child plays "Simon Says"</i>                      » <i>Child states, "I'm in front of the line."</i></p>
	<p>4.5.3 Begins to formulate complex sentences  <i>Example:</i>                      » <i>Child says, "You build the bridge while I build the tower!"</i></p>

DEVELOPMENTAL DOMAIN 5

# Cognitive Development

STANDARDS	BENCHMARKS / Example
<b>Approaches to Learning</b> 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

<b>Creative Expression / Fine Arts</b> 5.1 <i>Creates, interprets, performs and responds to art, drama, practical arts, music and movement</i>	<b>ART</b> 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

<b>STANDARDS</b>	<b>BENCHMARKS / Example</b>
<b>DRAMA</b>	<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>
<b>MUSIC &amp; MOVEMENT</b>	<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>
<b>PRACTICAL ARTS</b>	<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>

STANDARDS	BENCHMARKS / Example
<b>NUMBERS &amp; OPERATIONS</b>  <b>Mathematics</b>  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>
<b>SPATIAL RELATIONS</b>	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>
<b>COMPARISONS &amp; MEASUREMENTS</b>	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>



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

STANDARDS	BENCHMARKS / Example
<p><b>Social Studies:</b></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>

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