

NM PREK-123 CHILD DEVELOPMENT CENTER

NM PREK ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE

Eligibility:

To participate in New Mexico PreK, your child must be four years old prior to September 1st of the current school year.

To participate in Early PreK, your child must be three years old prior to September 1st of the current school year.

Recruitment: 123 Child Development Center continually reaches out to the local community for recruitment of NM PreK Students. To raise awareness of availability, we utilize a variety of public outreach methods. These include fliers, Facebook, television, and radio advertising etc.

Selection: To ensure continuity of care, priority will go to students within our program. Children who will attend a Title I School for kindergarten <https://www.aps.edu/title-i/2017-18-title-i-public-and-charter-schools> will also receive priority. If there are slots remaining, they will be filled on a first come first served basis.

Enrollment Requirements: Before any child may participate in our program, we must have the following:

- i. Complete Enrollment Agreement
- ii. Current immunization records
- iii. Complete Income Eligibility Application for participation in the Child & Adult Care Food Program
- iv. Family Handbook Acknowledgement
- v. Verification of your child's recent physical*
- vi. Verification of your child's recent dental visit*

NM PREK-123 CHILD DEVELOPMENT CENTER

**Physical and Dental forms may be our forms or obtained from your pediatrician. If your child has not had a recent physical or dental visit, you will be provided with resources to ensure these get completed within 60 days of enrollment.*

Curriculum:

NM PreK at 123 Child Development Center, will use creative curriculum for preschool as our guide for organizing the learning environment and structuring daily lesson plans. Students will participate in a variety of developmentally appropriate activities that are aimed at enriching their emotional, social, physical, and cultural grow.

Creative Curriculum is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

Please refer to the appendix in this manual for details on how Creative Curriculum corresponds with the New Mexico PreK Learning Guides.

NM PREK-123 CHILD DEVELOPMENT CENTER

Attendance:

Attending school regularly helps all students develop the skills and habits they will need to succeed throughout their academic career and beyond. To ensure your child receives the full benefits of our program, it is imperative that your child attends daily. Your child will be allowed a maximum of 10 absences per year without intervention. We may request documentation to excuse absences more than 5.

- Excused absences include, but are not limited to illness, doctor appointments and family emergencies.

- Disenrollment: In the event that your child has excessive absences, we will make every effort to contact you to offer support. If you do not contact us, and we cannot reach you, your child will be withdrawn from the PreK program.

It is understood that sometimes families may need support to help their child be successful. 123 Child Development Center staff can assist with locating possible resources within the community. Please see our website: <https://123childdevelopmentcenter.com/resources>, if something not listed, please speak with our NM PreK Administrator.

Family Engagement Plan

We understand that families are very busy, and how rare free time can be. However, time that you can spend in the center with your child is invaluable. Your child will be happy to have the experience of the special people in his/her life working together. This will allow your child to develop a sense of security and will allow us to develop a closer relationship.

Supportive relationships are a crucial component in achieving positive outcomes in your child's academic success.

123 Child Development Center provide many different opportunities for families to get involved in their child's education.

Welcome Interviews are a requirement for NM PreK, and a vital part of the enrollment process. During the interview, valuable information will be gathered about your child's needs as well as their wants. The information will make it possible for us to create a lesson plan that will peak your child's interest in learning.

Family-Teacher Conferences: There will be a total of three conferences held each year. These provide information regarding your child's classroom experience as well as an opportunity to showcase his/her achievements. Your commitment to attend each conference is a requirement for NM PreK, and beneficial for your child's success throughout their academic career.

Dates will be made available in the classrooms, on our Newsletter.

Volunteering: in the classroom allows you and your child to bond in an academic environment. Your role as a parent is just as crucial to your child's education as his/her teacher. Families are encouraged to share their cultural and family traditions with the entire class. If you have special talents you would like to share, please let us know!

Career Day, field trips, holiday events, family nights, and classroom activities are a few of the many other ways in which you can participate.

Materials/Services: If volunteering time simply is not possible, consider volunteering services or donating upcycle able materials to your child's class. Some examples are: Small plastic food containers (butter, cream cheese, etc.) to be used in home living, empty

NM PREK-123 CHILD DEVELOPMENT CENTER

paper towel or toilet paper rolls to make into art projects, pinecones, or other nature items for the science centers. Children get a great sense of pride and purpose when their items become the next class project! Examples of services needed are Book Doctor, Weekend Pet Parent, Naptime Laundry Fairy, etc. Please sign up with your child's teacher.

Remind App: The Remind App provides an opportunity for receiving valuable information about the class, reminders, newsletters, activity photographs, etc. Additionally, users can communicate directly with educators and report tardies or absences and will be able to register for our conferences and events that promote family participation.

Inclusive Practices Policy and Procedures

We believe that every child can accomplish anything that any other human has ever accomplished. We aspire to provide children with the knowledge and social skills that will help them achieve their goals in life. Our children will learn through play and group activities. Our preschool rooms are divided into defined interest areas or 'centers'.

The Center promotes social and emotional development, cognitive learning skills, and gross and fine motor skills development. Children will have many choices during the day to do activities that best fit their needs and interests on an individual basis.

When a child enters our program who has special needs, we will work with the family to ensure a successful educational path. The staff at our centers will be available to provide valuable information, support, and encouragement.

Teachers may ask for parental permission to enlist outside resources. This is sometimes necessary to develop a meaningful and beneficial plan that meets each student's unique needs and requirements. Our goals and expectations throughout the academic year for each child are:

- Identify specific goals for each child
- Demonstrate each child's progress toward achieving their goals throughout the year
- Allow each child to learn and grow with their peers
- Make each child's transition into kindergarten as seamless as possible.

Procedures for Referral:

Prior to and during the school year, we provide/request different developmental and health screenings for your child. These include:

- Ages and Stages Questionnaire
- Vision screening using Blackbird Vision Screening Kit
- Hearing Screening completed by the Hearing Group of NM

These screenings allow for early detection of things like hearing deficits, vision problems or other possible challenges your child may face. When the screenings identify a need, we ask that you work with us by completing the referral form via **Albuquerque Public Schools Special Education Department (LEA), the form is the Child Find Contact Program Referral Form**. Details regarding Child Find and a copy of the referral form are enclosed within the end on this booklet.

Upon receiving parental permission, specialists will come into the classroom and do an observation of daily activities and interactions. When needed, an Individualized Education Plan (IEP) will be developed collaboratively - with you, the specialist, and your child's teacher.

The IEP is:

- A legal document for students with disabilities
- A valuable communication tool for families, teachers, therapists, etc.
- An opportunity for parents, teachers, and therapists to work together to ensure your child achieves the best possible outcomes.

123 Development Centers will provide the proper support for each child who requires an IEP, as well as their family. Therapists, occupational workers, or other specialists will always be welcome to work with children in our center.

Engagement In the Individualized Education Plan Processes IEP.

Educators will engage, with your consent, in the IEP process, adjusting lesson plans, daily activity schedules, routines, and the environment, in accordance with the IEP process.

NM PreK Transition Plan:

Transitions can be difficult for many children. At 123 Child Development Center we strive to make the transition into and out of PreK as smooth as possible for every child. Proper preparation before, during and after educational milestones set children up for success.

Before school starts: Informative Meeting provides an introduction about what to expect in the upcoming months as well as the opportunity to see where your child will be learning for the year. This is an informal event intended to allow your child to explore their new environment with you there to support them.

Spring: Field trips are taken to surrounding elementary schools to introduce your child to kindergarten. It is strongly recommended that you join this fieldtrip. Your child will appreciate your support, and these can be very informative for families.

Graduation: This is a time to celebrate your child's success! We welcome the entire family to attend the ceremony! On graduation day, your child will receive their diploma and an "I'm Ready for Kindergarten Kit". This contains a slew of activities for you to do with your child over the summer to ensure their love of learning stays sharp! You will also receive your child's portfolio, assessment data and your student's unique identification number. This information should be shared with your child's new teacher so they can build on their academic success!

Mid-Year Transitions: Into Program: Children that enter the program after school has started will have the same introduction into the program. Welcome interviews will take place within the first week of enrollment. If coming from another NM PreK program, families are asked to submit portfolio documentation from their old school. If not coming from another program, your child's teacher will build the portfolio from the first day of attendance.

NM PREK-123 CHILD DEVELOPMENT CENTER

Out of Program: In the event that you must withdraw mid-year, we will provide your child's portfolio to be transferred to his/her new school. Providing this information to the new teacher will help ensure a smooth transition for your child. Our teachers typically include their contact information so they can assist the new teacher if any questions or concerns arise.

On your child's last day, the class will have a special 'farewell activity' to let your child know that he/she will be missed. This activity will express the value of the friendships your child has made as well as highlight the positives of transitioning to a new school. With this in mind, please give us as much notice as possible should you need to move your child during the school year. A minimum of two weeks is preferred.

Expulsion Policy:

123 Child Development Center staff will make every effort to provide your child with a positive, nurturing environment. We believe that through collaboration, many challenging behaviors can be overcome. Consistency and stability are paramount for children ages birth to five. To prevent expulsion of these children, we will enlist resources through Babynet (1-800-552-8195) or Child Find (505-298-6752 X3370). Your cooperation will be required if specialized assistance is needed for your child. It is required that you collaborate with center staff and any specialist brought in to work with your child. An Individualized Family Service Plan will be developed, and your child's progress will be evaluated after 30 days. If progress has not been made toward correction of challenging behaviors, we reserve the right to extend the Family Service Plan; enlist additional assistance; or request that you find a more suitable environment for your child. If 123 Child Development Center staff feels that the needs of your child are not being met, we reserve the right to disenroll your child. In most circumstances we will give you notice. Under extreme circumstances, as in a child being a danger to themselves or others we may request that you pick up your child immediately and seek care elsewhere.

Guidance & Discipline:

The program's goals are to promote independence, autonomy, self-esteem, and caring toward others and the physical environment. We prefer to use the "time-in" approach to discipline. This is re-directing the child's inappropriate behavior toward an acceptable form. For example, if the child is throwing blocks, we would show them a ball, and an appropriate manner and place for throwing it. When "time-in" is ineffective, we use "time-to reflect" - a quiet, relaxed, neutral break; a cooling-off period for the child to regain self-control. Time to reflect is only used when a child is losing control and refuses redirection - for example, acting aggressively, throwing a tantrum, complete defiance. Simple redirection is the only form of discipline used for infants. No one is allowed to spank, hit, bite, shake, yell at, grab, threaten, ridicule, lift or pull by arms/legs or cause any physical or emotional harm to any child while on the Center property. This includes staff, other children, and parents. Children cannot be deprived of any service- transportation, field trips, food, etc. The following methods should be used daily:

For Infants and Toddlers:

1. Meet babies' needs for love and care and build a trusting relationship.
2. Prepare the play space thoughtfully and make child proof.
3. Accept children's feelings and provide outlets for them. Example: talking about their feelings, using the quiet space for them to relax and breathe - then rejoin the group when ready.
4. Refocus toddlers' attention before inappropriate behavior occurs.
5. State directions clearly and simply.
6. Be calm and consistent.
7. Allow children time to adjust to transitions.

For preschool children: All the above PLUS:

1. Arrange classrooms that are comfortable, interesting and encourage children's self-direction.

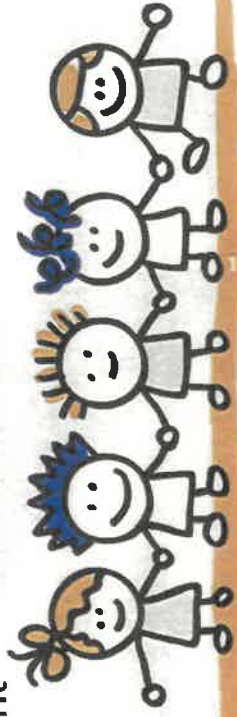
NM PREK-123 CHILD DEVELOPMENT CENTER

2. Help children to express their emotions verbally, and through the art of play.
3. Allow children to resolve their own conflicts when possible.
4. Model and teach children strategies for solving interpersonal conflicts – such as negotiation, compromise, empathy.
5. Help children learn to anticipate logical consequences of their behaviors.
6. Involve children in cooperative projects.
7. Assist children in setting clear, consistent, fair limits for behavior in the classroom



ALBUQUERQUE PUBLIC SCHOOLS

Special Education Department



What is Child Find?

Child Find is a part of the Individuals with Disabilities Education Act (IDEA) that requires states to identify, locate, and evaluate all children with disabilities ages three to 21 who are in need of special education services.

Albuquerque Public Schools conducts screening and evaluations of preschool-aged children who are suspected of having developmental delays or disabilities in one or more of the following areas:

Communication Skills
Cognitive Skills
Motor Skills
Daily Living Skills
Social/Emotional Skills
Vision
Hearing
Orthopedic Needs



Who should be screened?

Children who:

- Have parents/guardians with concerns about their development (concerns about child's speaking, understanding of language, learning, eye-hand coordination, movement, socialization, hearing, vision, or other reasons).
- Are 3 years old, but still younger than kindergarten age (5 years old before Sept. 1st.)
- Are residents of the Albuquerque Public School District.

What will happen at the screening?

- Screening takes about 45 minutes. The screener will play with your child using developmental screening tools.
- You will be asked questions about things your child may do at home or in childcare.
- Children will have their vision and hearing checked.

What will happen after the screening?

The screener and parent will talk about the outcome of the screening and any next steps to take. This may include further evaluation(s) or referrals to other community services.

How does a screening get scheduled?

Please call the APS Child Find Office at (505) 855-9930 for a screening appointment.

All screenings, evaluations, and services are at no cost.

ALBUQUERQUE PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT
EARLY CHILDHOOD UNIT

CHILD FIND CONTACT/PROGRAM REFERRAL FORM

This document was created by the Child Find Evaluation Units for use by Child Find staff to gather and track information on students who are initially referred to Child Find for an evaluation. Once this document is completed and screening is conducted, the information below is entered in to School Max by the Child Find Diagnostic Technician.

STUDENT INFORMATION

Student Name: _____ DOB: _____
Gender: M F Ethnicity: _____ Tribe (if applicable): _____ Birth Country _____
Address: _____ City: ALBUQUERQUE State: NM Zip Code: _____
Parent/Guardian Name: _____ Email: _____
Gender: M F Relationship to Student: _____ Lives with Legal Guardian
Home Phone: _____ Cell Phone: _____ Work Phone: _____ ext. _____
Parent/Guardian Name: _____ Email: _____
Gender: M F Relationship to Student: _____ Lives with Legal Guardian
Home Phone: _____ Cell Phone: _____ Work Phone: _____ ext. _____
Emergency Contact: _____ Relationship to Student: _____ Phone: _____
Medical Problems/Diagnosis: _____
Previous Evaluations? yes no Agency and date of evaluation: _____ IEP Date: _____ IFSP Date: _____
Preschool/Daycare/Head Start Program name: _____
Early Intervention Program Name and date of 90 day conference: _____
Permission to share information with Preschool/Daycare/Head Start/Early Intervention Program? yes no
Program Contact Info: _____
What language does your child speak most of the time? _____ What was your child's first language? _____
What languages, other than those learned only at school does your child speak? _____
What languages, other than those learned only at school does your child understand? _____
What languages are used to communicate with your child by any family member in your home environment? _____
Preferred language of parent(s): _____
Summary of concerns: _____

CHILD FIND USE ONLY

APS Employee: _____ Home School/ChildFind Hub: _____
APS Student # _____
Contact Date: _____ Referral Date: _____ Screening Date: _____ Time: _____
Screener: _____
Grade: P1 Returning P1 P2 Referral Reasons: DI SP Transfer Evaluator: _____
Evaluation Date: _____ Time: _____
Evaluation Area(s): _____
If reeval cycle is not 3 years, specify reeval date: _____
Indicate PASS or date of appointment for the following:
Hearing: _____ Vision: _____ Nursing: _____



Alignment of

The Creative Curriculum[®] *for* Preschool



WITH

New Mexico PreK Early Learning Outcomes

**Alignment of The Creative Curriculum® for Preschool
With
New Mexico PreK Early Learning Outcomes**

This document aligns the content in the *New Mexico PreK Early Learning Outcomes* with the goals and ideals of *The Creative Curriculum® for Preschool*. *The Creative Curriculum® for Preschool* is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

New Mexico PreK Early Learning Outcomes content was obtained from https://www.newmexicoprek.org/Docs/PreKMaterials2010_2011/ELGs_web_version_Jan11.pdf

Teaching Strategies, LLC. (2010). *The Creative Curriculum® for preschool*. Washington, DC: Author.

<p>How The Creative Curriculum® for Preschool meets New Mexico Prek Early Learning Outcomes</p>	<p>New Mexico Prek Early Learning Outcomes</p>
	<p>Physical Development, Health and Well-Being</p>
	<p>Prekindergarten</p>
	<p>1. The child independently uses gross motor control including balance, spatial awareness and stability.</p>
<p>Demonstrates traveling skills Coordinates complex movements in play and games</p>	<p>Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.</p>
<p>Demonstrates balancing skills Sustains balance during complex movement experiences</p>	<p>Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e.,</p>
	<p>2. The child independently uses fine motor skills.</p>
<p>Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements Holds drawing and writing tools Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>	<p>Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping.</p>
<p>Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements</p>	<p>Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects, and when dressing and undressing.</p>
<p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Uses three-point finger grip and efficient hand placement when writing and drawing</p>	<p>Holds writing tool in pincer grasp to draw, scribble write, makes letter-like shapes and/or letters.</p>

	<p>3. The child's behavior demonstrates health and hygiene</p>
<p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p>	<p>Shows increasing awareness of hygiene in handwashing, toileting, and/or dental hygiene.</p>
<p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p>	<p>Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).</p>
	<p>4. The child demonstrates safe behaviors in increasing numbers of situations.</p>
<p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p>	<p>Identifies potentially harmful objects, substances and behaviors.</p>
<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p>	<p>Increasingly follow classroom, school and safety rules most of the time.</p>
	<p>Literacy</p>
	<p>Prekindergarten</p>
	<p>5. The child demonstrates development and expansion of listening skills.</p>
<p>Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences</p>	<p>Follows directions with increasing complexity.</p>

<p>Engages in conversations and understands increasingly complex language</p> <p>Shows an interest in the speech of others</p> <p>Comprehends language</p> <p>Engages in conversations</p> <p>Engages in complex, lengthy conversations (five or more exchanges)</p>	<p>Engages in conversations that develop a thought or idea.</p>
<p>Engages in conversations and understands increasingly complex language</p> <p>Shows an interest in the speech of others</p> <p>Comprehends language</p> <p>Engages in conversations</p> <p>Engages in complex, lengthy conversations (five or more exchanges)</p>	<p>Engages in conversations that develop a thought or idea.</p>
<p>Engages in conversations and understands increasingly complex language</p> <p>Shows an interest in the speech of others</p> <p>Comprehends language</p> <p>Engages in conversations</p> <p>Engages in complex, lengthy conversations (five or more exchanges)</p>	<p>Engages in conversations that develop a thought or idea.</p>
<p>Engages in conversations and understands increasingly complex language</p> <p>Shows an interest in the speech of others</p> <p>Comprehends language</p> <p>Engages in conversations</p> <p>Engages in complex, lengthy conversations (five or more exchanges)</p>	<p>Engages in conversations that develop a thought or idea.</p>
<p>Engages in conversations and understands increasingly complex language</p> <p>Shows an interest in the speech of others</p> <p>Comprehends language</p> <p>Engages in conversations</p> <p>Engages in complex, lengthy conversations (five or more exchanges)</p>	<p>Engages in conversations that develop a thought or idea.</p>
<p>Engages in conversations and understands increasingly complex language</p> <p>Shows an interest in the speech of others</p> <p>Comprehends language</p> <p>Engages in conversations</p> <p>Engages in complex, lengthy conversations (five or more exchanges)</p>	<p>Engages in conversations that develop a thought or idea.</p>

	<p>7. The child engages in activities that promote the acquisition of emergent reading skills.</p>
<p>Demonstrates knowledge of print and its uses Uses and appreciates books Shows interest in books</p>	<p>Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.</p>
<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures</p>	<p>Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.</p>
<p>Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>	<p>Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).</p>
<p>Demonstrates knowledge of print and its uses Uses writing and drawing tools Indicates where to start reading and the direction to follow</p>	<p>Progresses in understanding and using concepts of print</p>
	<p>8. The child engages in activities that promote the acquisition of emergent writing skills.</p>
<p>Demonstrates fine-motor strength and coordination Uses writing and drawing tools Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>	<p>Experiments with a variety of writing tools, materials, and surfaces.</p>
<p>Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms</p>	<p>Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.</p>
<p>Demonstrates emergent writing skills Writes to convey meaning Letter strings</p>	<p>Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.</p>

Numeracy	
Prekindergarten	
<p>9. The child understands numbers, ways of representing numbers and relationships between quantities and numerals.</p>	<p>Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <p>Uses numbers and counting as a means for solving problems and determining quantity.</p> <p>Uses number concepts and operations Quantities Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p> <p>Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects</p>
<p>10. The child demonstrates understanding of geometrical and spatial concepts.</p>	<p>Recognizes some numerals.</p>
<p>Recognizes, names, describes, compares and creates familiar shapes.</p> <p>Explores and describes spatial relationships and shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>	<p>Describes and interprets spatial sense and positions.</p> <p>Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance</p>

	<p>11. The child demonstrates an understanding of non-standard units to measure and make comparisons.</p>	<p>Compares and measures using language relating to time with increasing accuracy.</p>	<p>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>	<p>Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth</p>	<p>12. The child demonstrates the ability to investigate, organize, and create representations.</p>	<p>Sorts, classifies, and groups materials by one or more characteristics.</p>	<p>Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences.</p>	<p>Aesthetic/Creativity</p>	<p>Prekindergarten</p>	<p>13. The child demonstrates appreciation for the arts (movement, music, visual and dramatic).</p>	<p>Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).</p> <p>Explores the visual arts</p> <p>Explores musical concepts and expression</p> <p>Explores dance and movement concepts</p> <p>Explores drama through actions and language</p>
--	---	--	---	--	---	--	--	-----------------------------	------------------------	---	---

Scientific Conceptual Understandings	
Prekindergarten	
14. The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make	Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and
	Asks questions about the physical and natural worlds.
	Makes predictions and forms hypotheses.
	Uses various tools to gather information (i.e., thermometers, magnetifiers, rulers, and/or balances).
	15. The child acquires scientific knowledge related to life
	Explores, observes, and describes a variety of living things and distinguishes from non-living things.
Demonstrates knowledge of the characteristics of living things	Explores, observes, describes, and participates in a variety of activities related to preserving the environment.
	16. The child acquires scientific knowledge related to earth
	Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.
	Self, Family and Community
	Prekindergarten
	17. The child exhibits self-awareness.
Expresses needs and/or stands up for own rights.	
Regulates own emotions and behaviors	
Takes care of own needs appropriately	
Seeks to do things for self	
Demonstrates knowledge about self	

<p>Makes choices and expresses likes and dislikes.</p> <p>Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self</p> <p>Demonstrates knowledge about self</p>	<p>Identifies own gender, family and culture.</p> <p>Demonstrates knowledge about self</p> <p>Demonstrates knowledge about self</p>	<p>Expresses cultural influences from home, neighborhood and community.</p> <p>Shows basic understanding of people and how they live</p>	<p>18. The child demonstrates self-control.</p>	<p>Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines and/or incorporates cultural expectations).</p> <p>Increases feelings through appropriate gestures, actions, and language.</p>	<p>Uses an expanding expressive vocabulary Uses language to express thoughts and needs Describes and tells the use of many familiar items</p>	<p>19. The child demonstrates personal responsibility.</p>	<p>Cares for personal and group possessions.</p> <p>Begins to accept the consequences of his or her own actions.</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p>	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p>	<p>20. The child works cooperatively with other children and</p>	<p>Plays and interacts with various children, sharing experiences and ideas with others.</p> <p>Establishes and sustains positive relationships Interacts with peers Interacts cooperatively in groups of four or five children</p>	<p>Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</p> <p>Participates cooperatively and constructively in group situations Solves social problems Resolves social problems through negotiation and compromise</p>
---	---	--	--	---	---	---	--	---	---	---	---	---

	21. The child develops relationships of mutual trust and respect with others.
Establishes and sustains positive relationships Responds to emotional cues Recognizes that others' feelings about a situation might be different from his or her own	Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.
Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems	Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.
Shows basic understanding of people and how they live	Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.
	22. The child demonstrates knowledge of neighborhood and
Shows basic understanding of people and how they live	Identifies, discusses and dramatizes duties of a variety of common community occupations.
Demonstrates knowledge about self	Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and
	Approaches to Learning
	Prekindergarten
	23. The child is open and curious to learn new things.
Shows basic understanding of people and how they live	Demonstrates eagerness to find out more about other people
Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas	Shows interest in exploring the environment, learning new things and trying new experiences.

	<p>Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with small group of two to three children</p>	<p>Initiates interaction with peers and adults</p>
<p>Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p>	<p>Develops increasing independence during activities, routines, and play.</p>	<p>24. The child takes initiative.</p>
<p>Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen</p>	<p>Tries new ways of doing things.</p>	<p>25. The child exhibits imagination and creativity.</p>
<p>Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks</p>	<p>Uses imagination to generate a variety of ideas.</p>	<p>Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.</p>
<p>Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else</p>		

	<p>26. The child shows confidence.</p>
<p>Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>	<p>Demonstrates increasing self-confidence through interactions with others.</p>
	<p>27. The child displays persistence and pursues challenges.</p>
<p>Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility</p>	<p>Focuses and completes a variety of tasks, activities, projects, and experiences. Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).</p>
	<p>28. The child uses problem solving skills.</p>
<p>Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it</p>	<p>Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.</p>