### Work Sampling System | Pennsylvania ELS | AWL Curriculum Framework
---|---|---
**Domain**
Personal & Social Development | **Key Learning Area**
Personal-Social & Approaches to Learning | **Goal Areas**
Build Relationships & Understanding of Self/
Connect Community, Family, and Culture

#### Self Concept
PS1 Self Concept
- Demonstrates self-confidence
- Shows some self-direction

#### Self Control
PS2 Self Regulation
- Follows simple classroom rules and routines with guidance.
- Begins to use classroom materials carefully
- Manages transitions

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Preschool children will
- develop confident self-concepts as inquirers and constructors of knowledge
- form a sense of group identity
- distinguish self from others
- use their primary languages
- develop confidence about their innate creative abilities
- distinguish their creative, unique work from that of others

Preschool children will
- show care and empathy toward the feelings and needs of others, including those from diverse backgrounds
- increasingly be patient, kind, and generous
- express emotions and empathy appropriately with words, visual art, and actions
- make choices and accept the logical consequences
<table>
<thead>
<tr>
<th>Approaches to Learning</th>
<th>Key Learning Area</th>
<th>Preschool children will</th>
</tr>
</thead>
<tbody>
<tr>
<td>IC1 Shows eagerness and curiosity as a learner</td>
<td>AL1 Initiative and Curiosity</td>
<td>• observe people and objects from multiple perspectives</td>
</tr>
<tr>
<td>IC2 Attends briefly and attends to tasks and seeks help when encountering a problem</td>
<td>AL2 Engagement and Persistence</td>
<td>• explore aesthetic, natural materials that reflect diversity, such as musical instruments from various cultures</td>
</tr>
<tr>
<td>IC3 Approaches play with purpose/tasks with flexibility and inventiveness</td>
<td>AL3 Reasoning and Problem Solving</td>
<td>• experiment with words, symbols, media, techniques, scientific processes, movements, music, and mathematical operations</td>
</tr>
<tr>
<td></td>
<td>AL4 Flexibility, Risk Taking, and Responsibility</td>
<td>• connect new knowledge to prior experiences</td>
</tr>
<tr>
<td></td>
<td>AL5 Imagination, Creativity and Invention</td>
<td>• reflect on, critique, and help to document their own work and that of others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interaction With Others</th>
<th>PS4 Social Interactions</th>
<th>Preschool children will</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID1 Interacts with one or more children</td>
<td></td>
<td>• form attachments to primary caregivers through learning as a community</td>
</tr>
<tr>
<td>ID2 Interacts with familiar adults</td>
<td></td>
<td>• demonstrate attachment to family and other familiar adults</td>
</tr>
<tr>
<td>ID3 Participates in the group life of the class</td>
<td></td>
<td>• play and work both alone and in groups to form a group identity as a creative, healthy learning community</td>
</tr>
<tr>
<td>ID4 Shows empathy and caring for others</td>
<td></td>
<td>• express emotions and empathy appropriately with words, visual art, and actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• show care and empathy toward the feelings and needs of others, including those from diverse backgrounds</td>
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<thead>
<tr>
<th>Social Problem-Solving</th>
<th></th>
<th>Preschool children will</th>
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</thead>
<tbody>
<tr>
<td>IE1 Seeks adult help when needed to resolve conflicts</td>
<td></td>
<td>• resolve social conflicts, including responding to bias, verbally, through music, or with the other languages of learning</td>
</tr>
<tr>
<td>Domain</td>
<td>Key Learning Area</td>
<td>Goal Areas</td>
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</tr>
<tr>
<td>Language and Literacy</td>
<td>Language and Literacy</td>
<td>Represent &amp; Express Ideas/Inquire &amp; Solve Problems/Use Tools &amp; Materials to Safely Promote Inquiry</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td><strong>LL1 Receptive Language</strong></td>
<td>Languages of Inquiry, Including Literacy, Visual Arts, Movement, Music, Math, and Science</td>
</tr>
</tbody>
</table>

2A1 Gains meaning by listening

2A2 Follows two-/Follows two- or three-step directions

2A3 Shows beginning/ Demonstrates phonological awareness

Preschool children will use the languages of inquiry to:
- explore through the senses: look, listen, taste, touch, smell
- freely use primary languages in conversations, movement, music, & math explorations
- observe people and objects from multiple perspectives
- listen to suitable stories and music from diverse cultures (recordings and live performances of classical, jazz, folk, ethnic, opera, and other traditions)
- identify parts/steps in stories, processes, movements, music, and constructions
- explore computers with child-friendly software for the arts, literacy, science, and math
- explore the uses of books and journals
- investigate the qualities of natural objects such as wood (blocks, lumber, hammers, glue) and water (buckets, brushes)
- imitate friendly words and actions, artists’ styles and moods, movements, music
- connect new knowledge to prior experiences
- reflect on, critique, and help to document their own work and that of others
<table>
<thead>
<tr>
<th>Speaking</th>
<th>LL2 Expressive Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>2B1</td>
<td>Speaks clearly enough to be understood by most listeners with contextual clues</td>
</tr>
<tr>
<td>2B2</td>
<td>Uses expanded vocabulary and language for a variety of purposes</td>
</tr>
<tr>
<td></td>
<td>Preschool children will use the languages of inquiry to</td>
</tr>
<tr>
<td></td>
<td>• freely use primary languages in conversations, writings, movement, music, &amp; math explorations</td>
</tr>
<tr>
<td></td>
<td>• describe aesthetic objects, materials, tools, processes, compelling events, and patterns</td>
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<tr>
<td></td>
<td>• explore and imitate sounds with voice (pitch, sounds), diverse music instruments, and natural sound makers</td>
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<tr>
<td></td>
<td>• tell, retell, and perform nursery rhymes, finger plays, poems, music, and stories in words, symbols, movement, and music</td>
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<tr>
<td></td>
<td>• imitate roles and engage in pretend play with appealing puppets, flannel boards, and drama props</td>
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<td></td>
<td>• recognize and “read” signs, symbols, their own words, others’ words</td>
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<tr>
<td></td>
<td>• describe aesthetically pleasing natural objects and everyday events</td>
</tr>
<tr>
<td></td>
<td>• communicate information and data with words, symbols, movement, music, and visual devices</td>
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<tr>
<td></td>
<td>• use writing instruments such as chalk and markers to communicate with scribbles, symbols, and invented spelling</td>
</tr>
<tr>
<td></td>
<td>• experiment with words, symbols, media, techniques, and music</td>
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<tr>
<td></td>
<td>• predict what might happen next</td>
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<tr>
<td></td>
<td>• begin to think critically about objects and experiences</td>
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<tr>
<td></td>
<td>• sing songs, create songs as stories</td>
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<td></td>
<td>• connect new knowledge to prior experiences</td>
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<td>• reflect on, critique, and help to document their own work and that of others</td>
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</table>
Preschool children will use the languages of inquiry to
- recognize and “read” signs, symbols, their own words, others’ words
- freely use primary languages in writings, music, & math explorations
- count, order, and arrange words, symbols, objects, and sounds
- identify parts/steps in stories, processes, movements, music, and constructions
- explore computers with child-friendly software for the arts, literacy, science, and math
- explore the uses of books and journals
- become familiar with diverse authors, graphic artists, performers, and scientists
- share information with others
- use writing instruments such as chalk and markers to communicate with scribbles, symbols, and invented spelling
- employ multiple approaches to explore literary symbols
- begin to think critically about objects and experiences
- visually create representations of objects and events
- create an image or feeling with movement such as ballet
- experiment with artists’ materials and tools (crayons, markers, paint and paint brushes, modeling compounds, fabric and yarn, paper)
- identify aesthetic qualities of art prints
- re-represent and/or interpret their learning
- choose books, pictures, artifacts, music, dance, and manipulatives that depict diverse cultures and nature
- connect new knowledge to prior experiences
- visit libraries, museums, performances, architecture, and other artistically rich local venues
- reflect on, critique, and help to document their own work and that of others

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<tr>
<th>Reading</th>
<th>LL3 Comprehension</th>
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<tr>
<td>2C1</td>
<td>Shows appreciation for books and reading</td>
</tr>
<tr>
<td>2C2</td>
<td>Shows beginning understanding of concepts about print</td>
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<tr>
<td>2C3</td>
<td>Shows interest in letters and words</td>
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<tr>
<td>2C4</td>
<td>Comprehends and responds to stories read aloud</td>
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<tr>
<td>Writing</td>
<td>LL4 Literacy</td>
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<tr>
<td>2D1</td>
<td>Represents ideas and stories through pictures, dictation, and play</td>
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<tr>
<td>2D2</td>
<td>Uses scribbles and unconventional shapes to write. Uses letter-like shapes, symbols, and letters to convey meaning.</td>
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<tr>
<td>2D3</td>
<td>Understands purposes for writing</td>
</tr>
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<td>• create an image or feeling with movement such as ballet</td>
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<td>• experiment with artists’ materials and tools (crayons, markers, paint and paint brushes, modeling compounds, fabric and yarn, paper)</td>
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<td>• begin to recognize pictures and sounds of band, orchestra, and other diverse instruments</td>
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<td>• tell, retell, and perform nursery rhymes, finger plays, poems, music, and stories in words, symbols, movement, and music</td>
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<td>• share information with others</td>
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<td>• re-represent and/or interpret their learning</td>
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<td>• connect new knowledge to prior experiences</td>
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<td></td>
<td>• work with local artists in residence, dancers, athletes, musicians, writers, scientists, and others who use the languages of learning</td>
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<td>• reflect on, critique, and help to document their own work and that of others</td>
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<td><strong>Domain</strong></td>
<td><strong>Key Learning Area</strong></td>
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<tr>
<td>Mathematical Thinking</td>
<td>Logical-Mathematical</td>
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<tr>
<td>Mathematical Processes</td>
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<tr>
<td>Number and Operations</td>
<td>LM1</td>
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<tr>
<td>3A1 Shows interest in solving mathematical problems.</td>
<td>LM6</td>
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<tr>
<td>/Begins to use simple strategies to solve mathematical problems</td>
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<tr>
<td><strong>3B1</strong> Shows curiosity and interest in counting and numbers.</td>
<td><strong>LM5</strong> Represent and Interpret Data</td>
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<tr>
<td>Shows beginning understanding of number and quantity.</td>
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</tbody>
</table>

**Patterns, Relationships, and Functions**

<table>
<thead>
<tr>
<th><strong>LM2</strong> Understanding Patterns, Relations, and Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool children will use the languages of inquiry to</td>
</tr>
<tr>
<td>• freely use primary languages in math explorations</td>
</tr>
<tr>
<td>• investigate and experiment with objects, actions, symbols, music, and mathematical operations</td>
</tr>
<tr>
<td>• wonder: What happens if...?? and experiment to find out</td>
</tr>
<tr>
<td>• predict: What comes next? and engage in the scientific process</td>
</tr>
<tr>
<td>• count and order objects with increasing complexity</td>
</tr>
<tr>
<td>• record observations and re-represent data with simple graphs, charts, and other visual devices</td>
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<tr>
<td>• identify and describe steps and connections in more complex routines and events</td>
</tr>
<tr>
<td>• use math software</td>
</tr>
<tr>
<td>• collect, group, and explore aesthetic, natural items</td>
</tr>
<tr>
<td>• match objects to other objects and to numerals</td>
</tr>
<tr>
<td>• classify and seriate learning materials</td>
</tr>
<tr>
<td>• put together and take apart groups of objects such as puzzles and simple machines</td>
</tr>
<tr>
<td>• link objects to determine their combined length</td>
</tr>
<tr>
<td>• use measuring tools (cups, rods, scales, footprints, timers)</td>
</tr>
<tr>
<td>• broaden their familiarity with the aesthetic and mathematical qualities of art prints and nature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3C1</strong> Sorts objects into subgroups that vary by one or two attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool children will use the languages of inquiry to</td>
</tr>
<tr>
<td>• describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns</td>
</tr>
<tr>
<td>• connect new learning to prior experiences</td>
</tr>
<tr>
<td>• recognize changes in tempo, such as fast and slow</td>
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<td>• use math software</td>
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</tbody>
</table>
| 3C2  | Recognizes simple patterns and duplicates them<sup>4</sup> | Preschool children will use the languages of inquiry to  
|      |                                                         |   • observe and describe the location of and attributes of objects  
|      |                                                         |   • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns  
|      |                                                         |   • recognize and imitate changes in tempo, such as fast and slow  
|      |                                                         |   • match objects to other objects and to numerals  
|      |                                                         |   • classify and seriate learning materials  
|      |                                                         |   • recognize, describe, and create patterns with materials such as Attribute blocks, Cuisenaire® rods, geometric solids, and pattern blocks |
| Geometry and Spatial Relations | LM3  | Concepts of Space and Shape |
| 3D1  | Identifies several shapes.<sup>3</sup>Begins to recognize and describe the attributes of shapes<sup>4</sup> | Preschool children will use the languages of inquiry to  
|      |                                                         |   • observe and describe the location of and attributes of objects  
|      |                                                         |   • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns  
|      |                                                         |   • observe people and objects from various perspectives  
|      |                                                         |   • think critically about objects and experiences  
|      |                                                         |   • broaden their familiarity with the aesthetic and mathematical qualities of art prints and nature  
|      |                                                         |   • use math software  
|      |                                                         |   • collect, group, and explore aesthetic, natural items  
|      |                                                         |   • match objects to other objects and to numerals  
|      |                                                         |   • put together and take apart groups of objects such as puzzles and simple machines  
|      |                                                         |   • use geometric shapes and forms such as unit blocks to represent concepts  
|      |                                                         |   • connect new learning to prior experiences |
| 3D2  | Shows understanding of<sup>3</sup>/of and uses<sup>4</sup> several positional words | Preschool children will use the languages of inquiry to  
|      |                                                         |   • observe and describe the location of and attributes of objects  
|      |                                                         |   • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns  
|      |                                                         |   • freely use primary languages in movement, music, and math explorations  
<p>|      |                                                         |   • reflect on and critique their own work and that of others |
| Measurement | LM4  | Measurement Concept |</p>
<table>
<thead>
<tr>
<th>3E1</th>
<th>Shows understanding of some comparative words. Orders, compares, and describes objects according to a single attribute.</th>
</tr>
</thead>
<tbody>
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<td>• freely use primary languages in movement, music, and math explorations</td>
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<tr>
<td></td>
<td>• think critically about objects and experiences</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3E2</th>
<th>Participates in measuring activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Preschool children will use the languages of inquiry to:</td>
</tr>
<tr>
<td></td>
<td>• put together and take apart groups of objects such as puzzles and simple machines</td>
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<td>• anticipate the timing of familiar events such as routines</td>
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<td>• notice the beginning, ending, and length of time intervals</td>
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<td>• recognize changes in tempo, such as fast and slow</td>
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<td>Domain</td>
<td>Key Learning Area</td>
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</tr>
<tr>
<td>Scientific Thinking</td>
<td>Science</td>
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<tr>
<td>Inquiry</td>
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<tr>
<td>4A1</td>
<td>Uses senses to observe and explore classroom/Asks questions and uses senses to observe and explore materials and natural phenomena</td>
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</tbody>
</table>
| **Preschool children will** | - freely use primary languages in writings, math, and science explorations  
- observe and describe the location of and attributes of objects, many of which are natural, aesthetically pleasing, and diverse  
- describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns  
- freely use primary languages in movement, music, math, and science explorations  
- investigate and experiment with objects, actions, symbols, music, and scientific phenomena  
- wonder: What happens if...?? and experiment to find out  
- predict: What comes next? and engage in the scientific process  
- record observations and re-represent data with simple graphs, charts, and other visual devices  
- think critically about objects and experiences  
- identify and describe steps and connections in more complex routines and events  
- use science software to explore nature, the scientific method, and challenges facing scientists  
- connect new learning to prior experiences  
- reflect on, critique, and help to document their own work and that of others |
<table>
<thead>
<tr>
<th>4A3</th>
<th>Makes comparisons among objects</th>
<th>S3</th>
<th>Physical World</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>- observe people and objects from various perspectives</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- investigate and experiment with objects, actions, symbols, music, and scientific phenomena</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- wonder: What happens if...?? and experiment to find out</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- predict: What comes next? and engage in the scientific process</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- record observations and re-represent data with simple graphs, charts, and other visual devices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- think critically about objects and experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- broaden their familiarity with the aesthetic and scientific qualities of art prints and nature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- use science software to explore nature, the scientific method, and challenges facing scientists</td>
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<td></td>
<td></td>
<td></td>
<td>- collect, group, and explore aesthetic, natural items</td>
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<td></td>
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<td></td>
<td>- use measuring tools (cups, rods, scales, footprints, timer)</td>
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<td></td>
<td>- connect new learning to prior experiences</td>
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<td></td>
<td>- reflect on, critique, and help to document their own work and that of others</td>
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<tr>
<td><strong>Domain</strong></td>
<td><strong>Key Learning Area</strong></td>
<td><strong>Goal Area</strong></td>
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<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Connect Community, Family, &amp; Culture</td>
<td></td>
</tr>
<tr>
<td><strong>People, Past and Present</strong></td>
<td>SS2 Past, Present, and Future</td>
<td>Languages of Inquiry, Including Literacy, Visual Arts, Movement, Music, Math, and Science</td>
<td></td>
</tr>
<tr>
<td>5A1 Begins to recognize own physical characteristics and those of others. Identifies similarities and differences in personal and family characteristics</td>
<td></td>
<td>Preschool children will</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• observe people and objects from multiple perspectives</td>
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<tr>
<td></td>
<td></td>
<td>• freely use primary languages in conversations and writings</td>
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<td></td>
<td></td>
<td>• choose books, pictures, artifacts, music, games, dance, sports, and manipulatives that depict diverse cultures</td>
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<td></td>
<td></td>
<td>• become familiar with diverse authors, graphic artists, and performers</td>
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<td></td>
<td></td>
<td>• visit libraries, museums, performances, architecture, and other artistically rich local venues</td>
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<tr>
<td><strong>Human Interdependence</strong></td>
<td></td>
<td></td>
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<tr>
<td>5B1 Begins to understand family structures and roles and their needs, roles, and relationships</td>
<td>SS1 Community</td>
<td>Preschool children will</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• freely use primary languages in conversations</td>
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<td>• choose books, pictures, artifacts, music, games, dance, sports, and manipulatives that depict diverse cultures</td>
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<td></td>
<td>• become familiar with diverse authors, graphic artists, and performers</td>
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<tr>
<td></td>
<td></td>
<td>• contribute to display of photos of families and neighborhood</td>
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<tr>
<td>5B2 Describes some jobs that people do. Describes some people’s jobs and what is required to perform them</td>
<td>SS3 Role of Consumers</td>
<td>Preschool children will</td>
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<tr>
<td></td>
<td></td>
<td>• work with local artists in residence, dancers, athletes, musicians, and others who use the languages of learning</td>
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<td></td>
<td>• attend concerts, dramatic performances, and athletic events</td>
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<tr>
<td>5B3 Begins to be aware of technology and how it affects life</td>
<td></td>
<td>Preschool children will</td>
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<td></td>
<td></td>
<td>• use software to explore diverse cultures, languages, and symbols</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• choose books, pictures, artifacts, music, games, dance, sports, and manipulatives that depict diverse cultures</td>
<td></td>
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<tr>
<td><strong>Citizenship and Government</strong></td>
<td></td>
<td>Preschool children will</td>
<td></td>
</tr>
<tr>
<td>5C1 Shows awareness of group rules. Demonstrates awareness of rules</td>
<td></td>
<td>• develop confident self-concepts as inquirers and constructors of knowledge</td>
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<tr>
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<td>• form a sense of group identity</td>
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<td>• distinguish self from others</td>
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<td></td>
<td></td>
<td>• show care and empathy toward the feelings and needs of others, including those from diverse backgrounds</td>
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<td></td>
<td>• express emotions and empathy appropriately with words, visual art, and actions</td>
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<td></td>
<td>• make increasingly difficult choices and accept the logical consequences</td>
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</tbody>
</table>
| 5C2     | Shows awareness of what it means to be a leader⁴ | Preschool children will  
|         |                                               | • develop confident self-concepts as inquirers and constructors of knowledge  
|         |                                               | • form a sense of group identity  
|         |                                               | • show care and empathy toward the feelings and needs of others, including those from diverse backgrounds  
|         |                                               | • express emotions and empathy appropriately with words, visual art, and actions  
|         |                                               | • make increasingly difficult choices and accept the logical consequences  
| People and Where They Live |                                               |  
| 5D1     | Shows beginning awareness of their environment⁵/Describes the location of things in the environment⁴ | Preschool children will  
|         |                                               | • observe people and objects from multiple perspectives  
|         |                                               | • freely use primary languages in conversations and writings  
|         |                                               | • choose books, pictures, artifacts, music, games, dance, sports, and manipulatives that depict diverse cultures  
| 5D2     | Shows awareness of the environment⁴ | Preschool children will  
|         |                                               | • observe people and objects from multiple perspectives  
|         |                                               | • freely use primary languages in conversations and writings  
|         |                                               | • choose books, pictures, artifacts, music, games, dance, sports, and manipulatives that depict diverse cultures  
|         |                                               | • become familiar with diverse authors, graphic artists, and performers  
|         |                                               | • visit libraries, museums, performances, architecture, and other artistically rich local venues  
|         |                                               | • attend concerts, dramatic performances, and athletic events  

<table>
<thead>
<tr>
<th>Domain</th>
<th>Key Learning Area</th>
<th>Goal Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Creative Arts</td>
<td>Represent &amp; Express Ideas/ Inquire &amp; Solve Problems/ Use Tools &amp; Materials to Safely Promote Inquiry</td>
</tr>
<tr>
<td>Expressions and Representation</td>
<td>Languages of Inquiry, Including Literacy, Visual Arts, Movement, Music, Math, and Science</td>
<td></td>
</tr>
</tbody>
</table>

6A1 Participates in group music experiences

Preschool children will
- explore and imitate sounds with voice (pitch, sounds), diverse music instruments, and natural sound makers
- feel, repeat, and create a steady beat
- listen to suitable stories and music from diverse cultures (recordings and live performances of classical, jazz, folk, ethnic, opera, and other traditions)
- freely use primary languages in music explorations
- tell, retell, and perform nursery rhymes, finger plays, poems, musical games, songs, and stories
- imitate roles and engage in pretend play with appealing puppets, flannel boards, and drama props
- engage in spontaneous and planned musical performances including instruments, singing, movement, and/or dance
- attend concerts and dramatic performances
- begin to recognize pictures and sounds of band, orchestra, and other diverse instruments
- feel and express a steady beat
- reflect on, critique, and help to document their own work and that of others
<table>
<thead>
<tr>
<th></th>
<th>Participates in creative movement, dance, and drama</th>
<th>Expressing Self Through Movement and Music</th>
<th>Dramatic Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A2</td>
<td><strong>CA2</strong> Expressing Self Through Movement and Music</td>
<td><strong>CA3</strong> Dramatic Play</td>
<td>Preschool children will</td>
</tr>
<tr>
<td>6A3</td>
<td>Uses a variety of art materials for tactile experience and exploration</td>
<td><strong>CA1</strong> Visual Art Form</td>
<td>- tell, retell, and perform nursery rhymes, finger plays, poems, musical games, songs, and stories</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- imitate roles and engage in pretend play with appealing puppets, flannel boards, and drama props</td>
</tr>
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<td></td>
<td></td>
<td>- engage in spontaneous and planned musical performances including playing instruments, singing, movement, and/or dance</td>
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<td></td>
<td></td>
<td></td>
<td>- freely use primary languages in movement and music explorations</td>
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<td></td>
<td></td>
<td>- create and use visual props and backdrops for dramatic and musical play (flannel board accessories, scarves, costumes, pretend play structures)</td>
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<td></td>
<td>- explore creative expressions of images and feelings with body, materials, and sound</td>
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<td></td>
<td></td>
<td></td>
<td>- invent songs as stories</td>
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<td></td>
<td></td>
<td></td>
<td>- explore computers with child-friendly software for the performing arts</td>
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<td></td>
<td></td>
<td>- reflect on, critique, and help to document their own work and that of others</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding and Appreciation</th>
<th><strong>CA4</strong> Appreciation</th>
<th>Preschool children will</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- explore aesthetic materials and the world around them through the senses: look, listen, taste, touch, smell</td>
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<tr>
<td></td>
<td></td>
<td>- become familiar with diverse authors, graphic artists, and performers</td>
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<td></td>
<td></td>
<td>- investigate the qualities of natural objects such as wood (blocks, lumber, hammers, glue) and water (buckets, brushes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- recognize, describe, and replicate art elements (line, shape, form, color &amp; value, texture) and principles of visual organization (unity; variety or contrast; balance; repetition, rhythm, &amp; pattern; emphasis; proportion; movement)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- describe aesthetically pleasing natural objects and everyday events</td>
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<tr>
<td></td>
<td></td>
<td>- appreciate diverse, visually appealing print and 3-D materials (books, sculpture, constructions, children’s work)</td>
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<tr>
<td></td>
<td></td>
<td>- derive aesthetic inspiration from nature (plants, insects, stones, fossils, water, seashells)</td>
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<tr>
<td></td>
<td></td>
<td>- experiment with artists’ materials and tools (crayons, markers, pencils, paint and paint brushes, modeling compounds, fabric and yarn, scissors, paper)</td>
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<td></td>
<td></td>
<td>- use tools to explore and construct (measuring devices, recycled objects, saws)</td>
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<td></td>
<td></td>
<td>- explore the visual arts on computers with child-friendly software</td>
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<tr>
<td></td>
<td></td>
<td>- broaden their familiarity with the aesthetic and mathematical qualities of art prints and nature</td>
</tr>
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<td></td>
<td></td>
<td>- reflect on, critique, and help to document their own work and that of others</td>
</tr>
<tr>
<td>6B1</td>
<td>Responds to artistic creations or events</td>
<td>Preschool children will</td>
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</tr>
<tr>
<td></td>
<td>• derive aesthetic inspiration from artistic creations and performances</td>
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<tr>
<td></td>
<td>• recognize, describe, and replicate art elements and principles of visual organization</td>
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</tr>
<tr>
<td></td>
<td>• describe aesthetically pleasing natural objects and everyday events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• appreciate diverse, visually appealing print and 3-D materials (books, sculpture, constructions, children's work)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• interpret music, writings, music, and visual arts creations by imitating friendly words and actions, artists' styles and moods, movements, and rhythm or pitch</td>
<td></td>
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<tr>
<td></td>
<td>• reflect on, critique, and help to document their own work and that of others</td>
<td></td>
</tr>
<tr>
<td>Domain</td>
<td>Key Learning Area</td>
<td>Goal Areas</td>
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<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Physical Development and Health</td>
<td>Physical Health</td>
<td>Inquire &amp; Solve Problems/ Build Relationships &amp; Understanding of Self/ Use Tools &amp; Materials to Safely Promote Inquiry</td>
</tr>
<tr>
<td><strong>Gross Motor Development</strong></td>
<td>PH1 Gross Motor</td>
<td><strong>Languages of Inquiry, Including Literacy, Visual Arts, Movement, Music, Math, and Science</strong></td>
</tr>
</tbody>
</table>
| 7A1 Moves with some balance and control |                   | Preschool children will  
  • move parts of the body  
  • move their whole bodies  
  • listen to diverse sounds and move with the rhythm  
  • develop large muscle coordination with props such as tunnels, hoops, balls, scarves, ropes, and fabric  
  • play with or on large-motor equipment such as balance beams, bean bags, activity structures, and riding vehicles  
  • freely use primary languages in movement explorations  
  • imitate movements shown in pictures of sports and dance  
  • connect physical activities to prior learning experiences  
  • move in coordination with objects  
  • feel and express a steady beat  
  • create an image or feeling with movement |
| 7A2 Coordinates movements to perform simple tasks |                   | Preschool children will  
  • increasingly do things for self such as dressing, serving food, and cleaning up  
  • create increasingly difficult images or feelings with movement  
  • engage in finger plays and action songs  
  • pretend to move like athletes, dancers, and familiar animals  
  • participate in simple, cooperative group games drawn from diverse cultures  
  • imitate roles by using diverse pretend play props such as ethnic clothing and household items  
  • try dances from various cultures  
  • re-represent and/or interpret their learning through movement, music, and pretend play  
  • reflect on, critique, and help to document their own work and that of others |
| **Fine Motor Development** | PH2 Fine Motor    |                                                                               |
|
7B1 Uses strength and control to perform simple tasks

Preschool children will
- develop fine motor coordination by exploring toys and other small objects with diverse textures, shapes, and colors
- engage in finger plays and action songs
- experiment with artists’ materials and tools (crayons, markers, pencils, paint and paint brushes, modeling compounds, fabric and yarn, scissors, paper)
- use tools to explore and construct (measuring devices, recycled objects, saws)

7B2 Uses eye-hand coordination to perform simple tasks

Preschool children will
- develop fine motor coordination by exploring toys and other small objects with diverse textures, shapes, and colors
- engage in finger plays and action songs
- experiment with artists’ materials and tools
- use tools to explore and construct

7B3 Explores the use of various drawing and art tools

Preschool children will
- develop fine motor coordination by exploring toys and other small objects with diverse textures, shapes, and colors
- engage in finger plays and action songs
- experiment with artists’ materials and tools
- use tools to explore and construct

Personal Health and Safety

Key Learning Area
- Physical Health

PH3 Health and Safety

Key Learning Area:
- Personal Social & Approaches to Learning

7C1 Begins to perform/Performs some self-care tasks independently

Preschool children will
- increasingly do things for self such as serving food and cleaning up
- develop confident self-concepts as inquirers and constructors of knowledge
- form attachment to a primary caregiver
- express emotions
- form a sense of group identity
- distinguish self from others
- do things for self
- use their primary languages
- develop confidence about their innate creative abilities
- distinguish their creative, unique work from that of others
- play and work alone and in groups: share materials, contribute ideas
- show care and empathy toward the feelings and needs of others, including those from diverse backgrounds
- solve their own social conflicts, including responding to bias
- make increasingly difficult choices and accept natural consequences
<table>
<thead>
<tr>
<th>7C2</th>
<th>Follows basic health and safety rules with reminders³</th>
<th>Preschool children will</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• increasingly do things for self such as handwashing, toileting, dressing, serving food, and cleaning up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• recognize and follow words and symbols for basic health and safety routines (red lights, handwashing procedures)</td>
</tr>
</tbody>
</table>

**Key Learning Area**

**Program Partnerships**

**PP1 Help Parents Advance Child’s Learning**

Preschool children will
- connect new knowledge with prior experiences
- freely use primary languages in conversations, writings, and inquiry
- develop confident self-concepts as inquirers and constructors of knowledge
- choose books, pictures, artifacts, music, dance, and manipulatives that depict diverse cultures and nature
- become familiar with diverse authors, graphic artists, performers, and other inquirers
- develop confidence about their innate creative abilities
- distinguish their creative, unique work from that of others
- work with local artists in residence, dancers, athletes, musicians, and others who use the languages of learning
- reflect on, critique, and help to document their own work and that of others

**PP2 Connecting Parents With Community Services**

Preschool children will
- freely use primary languages in conversations, writings, and inquiry
- communicate information and data with words and symbols
- visit libraries, museums, performances, architecture, and other artistically rich local venues
- attend concerts, dramatic performances, and athletic events

**PP3 Helping Parents Transition Their Children**

Preschool children will
- visit schools, libraries, museums, performances, architecture, and other artistically rich local venues
- attend concerts, dramatic performances, and athletic events
- connect new knowledge to prior experiences
Parents and Program Governance

Preschool children will

• develop confident self-concepts as inquirers and constructors of knowledge
• form a sense of group identity
• show care and empathy toward the feelings and needs of others, including those from diverse backgrounds
• solve their own social conflicts, including responding to bias
• make increasingly difficult choices and accept the logical, natural consequences
• express emotions and empathy appropriately with words, visual art, and actions

Bibliography


**Work Sampling System (WSS) ???**

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