School-age Indicators of Progress 2012

Minnesota’s Learning Guidelines for ages

Five to twelve

Minneapolis Department of Education

Minnesota Department of Human Services

Minnesota Department of Health
Background and acknowledgements

The School-age Indicators of Progress: Minnesota’s Learning Guidelines for Ages 5 to 12 is an inter-agency project of the Minnesota Department of Human Services, the Minnesota Department of Education and the Minnesota Department of Health, and has been endorsed by Minnesota’s Children’s Cabinet.

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Introduction

The middle years of childhood, from ages 5 to 12, are marked by important developmental and social changes and by the increasing involvement of children and youth in settings outside the home and family. For children of this age, approximately 2,000 hours per year are discretionary; school-age children spend considerable time in out-of-school settings and activities. Some of these activities involve informal contacts and experiences in their homes, neighborhoods and communities. Others are part of local programs providing social, cultural, recreational, sports or other leisure activities during the school year, vacation or summer months. An increasing number of children and youth in this age group also participate in organized before- or after-school programs that provide enrichment, recreational activities and opportunities in leadership, service learning and academic support.

There are many opportunities for school-age children in Minnesota to participate in high-quality informal and formal settings where they can engage in a wide variety of enrichment activities that effectively support positive youth development. After-school programs occur in a variety of settings, including schools, museums, libraries, parks and recreation systems, faith-based organizations, youth service agencies, county health agencies, and community-based organizations.

A large part of formal out-of-school-time programming in Minnesota is referred to as “school-age care.” School-age care, typically designed to support working parents, is defined by its purpose: to provide care for children and youth ages 5 to 12 during non-school hours. Formal out-of-school-time care occurs in school-, faith-, community center- or home-based settings. Families, friends or neighbors often care for school-age children and youth in informal settings. In this document, the term “out-of-school-time” is generally used to describe all these settings. The term “practitioners” is used to describe those working in these settings.

Minnesota’s School-age Indicators of Progress has been developed as a companion document to the Early Childhood Indicators of Progress: Minnesota’s Early Learning Guidelines for Birth to 3 (Minnesota Departments of Human Services and Health, 2007) and the Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards for children ages 3 to 5 (Minnesota Departments of Education and Human Services, 2005). This document presents the middle years of childhood as part of a developmental age range spanning the years birth to 12. Like its companion documents, it emphasizes the importance of shared responsibility and accountability in achieving positive outcomes for all children.

Minnesota’s School-age Indicators of Progress is intended as a resource to be used by families, practitioners, community members and policymakers to support the developmental needs of children and youth and to improve the quality of care and support that children receive in out-of-school-time settings and programs.

Purpose and goals

Minnesota’s School-age Indicators of Progress provides a framework for understanding and communicating a common set of widely held developmental expectations for children ages 5 to 12. Typical development during the middle years of childhood varies greatly based upon maturity, culture, gender and other factors. This document is intended to help families, practitioners and others best meet the needs of children and youth ages 5 to 12 years by providing realistic expectations and suggesting strategies that successfully nurture growth and development.

Minnesota’s School-age Indicators of Progress was developed with the following goals:

1. To increase understanding of the ages and stages of school-age child development.
2. To identify and describe developmentally appropriate outcomes for children and youth ages 5 to 12 that take into consideration differences such as culture, language, health status and physical and cognitive capabilities.
3. To provide strategies for families and practitioners that nurture the whole child and achieve positive outcomes for all domains.
4. To provide the education and foundation for effective communication and a supportive environment to facilitate open conversation among families, children and practitioners.
5. To develop resources that reflect the development of the whole child.
6. To provide a common language for discussion about quality-improvement efforts in out-of-school-time settings.
7. To build practitioners’ knowledge, skills and understanding about sensitivity to and recognition of diversity in culture, language, health status and physical and cognitive abilities, to foster positive interactions and attitudes.

The School-age Indicators of Progress includes indicators, examples and strategies that families, practitioners and others can use to support the growth and development of children and youth.
Middle childhood developmental period

Middle childhood is a distinctive developmental period with important developmental milestones characteristic of children and youth ages 5 to 12. The patterns of growth and development during these years in the various domains of development — social, emotional, language, cognitive and physical — have been studied and summarized by researchers (Collins, 1984; Collins, 2003; Eccles, 1999; Ripke, et al., 2008).

Significant changes that occur during middle childhood have been described as follows:

- Children develop increased abilities to master skills, create projects and discover new approaches to learning and solving problems.
- Children begin to regulate the behavioral/social-emotional aspects of their personality. This is shown by their words and interactions with others. They learn how to work collaboratively with others and positively manage conflicts with others.
- Children spend more time outside the home, form and maintain relationships with peers and other adults and expand their social networks.
- Children become more sensitive to social comparisons, recognize their own strengths and weaknesses and develop self-awareness and personal identity.
- Children become more competent and confident in their own abilities to make and do things and to influence others.
- Children benefit from opportunities to master and demonstrate new skills, make independent decisions and control their own behavior both within and outside the family.
- Children fine-tune empathy skills to promote acceptance of diversity.
- Children become more specialized in the development of their individual skills.

Erik Erikson (1968) described this period of development as a time when children develop a sense of industry in their interactions with others and the world around them. Children can become more competent and confident in their abilities to make and do things and to influence others.

A variety of experiences in a wide range of settings helps children and youth develop positive, healthy views of their own abilities and competence and increase their confidence in responding to new situations and challenges. Out-of-school-time programs should provide safe environments in which children and youth can make new friends, develop skills and interests, engage in projects, and discover new things about themselves and their social world while, at the same time, receive attention and support from caring adults.

Children and youth spend much of their time during the middle years of childhood in classroom settings with peers. Out-of-school-time settings and programs can provide opportunities for interactions with children of different ages. These settings and programs can provide opportunities for children to explore different roles, learning through experience and enrichment activities to promote positive self-worth.

Guiding principles

The development of Minnesota’s School-age Indicators of Progress was informed by the following guiding principles:

The usual developmental pattern of the school-age child is assumed.
This development encompasses a progressive building of early preschool skills onto skills acquired through structured learning, increasing independent experiential learning, family and ever increasing circles of influence. Individual variations in the course of development are impacted by a child’s health, physical, mental and cognitive status, as well as environmental factors.

Academic skills are integrated with indicators to reflect the development of the “whole child” and to support academic success.
Especially during the middle years of childhood when there is so much focus on how children and youth are doing in school, it is important to remember that children and youth also have to learn the broad range of skills and abilities that allow them to function effectively in a wide range of different situations and settings. A variety of experiences occurring during out-of-school time can help children and youth develop as whole people and contribute to their successful participation as family and community members, citizens and workers.

Practitioner strategies apply to all children and youth, regardless of their health, physical abilities, mental and cognitive status with an approach that is inclusive of diverse cultures and language backgrounds.
The middle years of childhood are critical in the process of physical development, formation of persona, acceptance of self, gender orientation, and exploration of societal roles and expectations. Children and youth develop a positive concept of self and self-worth when practitioners and other adults are sensitive, supportive and encouraging of different background and lifestyles.
Potential uses of School-age Indicators of Progress

Minnesota’s *School-age Indicators of Progress* can be used as a resource by family members, practitioners, community members and policymakers in ways that support the development of children and youth. Some potential uses of the document are described below.

### For parents and family members

**To increase understanding of development during the middle childhood years.**

Although many significant changes occur for children and youth during the years from 5 to 12, not nearly as much attention has been given to this developmental period as to the early childhood and adolescent years. Many parents and family members look for information and sources of support as their child enrolls in school and makes the transition to participation in more experiences and activities outside the home with other children and adults. Discussions focused on developmental changes in the various domains of development can occur in a variety of settings. Parent education and support groups functioning in school, faith-based and community settings can use the framework provided by the *School-age Indicators of Progress* to help parents and family members increase their awareness of growth and change during the school-age years. Some of the case studies, examples and suggested strategies can provide ideas to use in everyday situations and activities. Other resources for parents present additional ideas for ways to help children learn (Meisels et al., 2000; Miller, 2001) and are organized by similar areas of development. Examples are listed in the References and resources section.

**To increase communication between parents and other practitioners involved with the child and family.**

As children and youth become more involved in activities and experiences outside their homes during the middle childhood years, it is extremely important that practitioners have open and ongoing communication with the parents, family members and other adults involved with their child. Children and youth are often enrolled in organized activities in the community because parents know that responsible adults will supervise the activities and provide feedback about their child’s participation. In school-age care programs, practitioners can help parents and family members better understand the value of planned experiences by making reference to the goals and outcomes expected for the child and family as a result of participating in the program.

**To increase awareness of the importance of quality school-age care and other out-of-school-time programs.**

Recent evaluation studies have identified a number of positive outcomes associated with participation in high-quality out-of-school-time programs. Some of these positive outcomes include improved social skills and interpersonal behavior, improved grades and work habits, improved achievement test scores and reduced misconduct and risky behavior (Vandell et al., 2007).

Growing concerns about the safety of school-age children and youth on their own during out-of-school time have led many parents and family members to seek opportunities for organized and supervised activities during that time. Others express concern that many children and youth who care for themselves at home spend too much unsupervised time watching television, playing video games, using the Internet and engaging in other activities that increase their exposure to violence and negative experiences and limit their physical activity and outdoor experiences. Many families look for out-of-school-time alternatives in their neighborhoods and communities that can provide recreational, social, cultural or academic learning opportunities. The indicators, examples and suggested strategies can help families decide what types of outcomes they wish to encourage as they choose various out-of-school-time experiences and activities for their child.

### For practitioners and teachers

**To guide planning for learning experiences and opportunities.**

The responsibility for planning developmentally appropriate learning experiences for children and youth ages 5 to 12 rests with the practitioners and teachers in out-of-school-time programs. Practitioners in quality school-age care programs receive training and develop the competencies to plan and carry out learning activities and experiences that are specific to each area of development, as well as comprehensive inclusion of all domains of development. The examples and suggested strategies provide some ideas for practitioners and teachers as they plan learning experiences and activities that will support the development of the widely held expectations for 5 to 12 year olds. It is important to provide opportunities for learning in all of the domains...
of development, not just in academic skill areas. Additional curricular resources for out-of-school-time programs are available from professional organizations for school-age care, the YMCA of the USA, the US military branches, Southwest Educational Development Laboratory (SEDL) after-school toolkits and from commercial publishers. Using the School-age Indicators of Progress can help programs align curriculum, instruction and assessment with individual goals and outcomes for children and youth.

Many factors — including cultural and language background, age, gender, learning style and interests of children and youth — must also be taken into account when planning learning activities and experiences. The quality of the environment, staffing, materials and equipment to support quality school-age care programs is identified in environmental rating scales (Harms et al., 2003). The School-age Care Environment Rating Scale (SACERS) includes items in the following categories: space and furnishings, health and safety, activities, interactions, program structure and staff development. Additional widely used assessment tools are the Youth Program Quality Assessment (YPQA), an instrument designed by the High/Scope Educational Research Foundation, and the Afterschool Program Practices Tool (APT) developed by the National Institute on Out-of-School Time (NIOST). The use of program assessment and observation tools can help programs track and monitor identify areas for improvement and track and monitor for quality enhancement.

To provide ideas and content for staff training and development.

There is consistent evidence that children and youth have more positive experiences in out-of-school-time programs when adult-child ratios are low and staff is well trained (Vandell and Su, 1999). Staff training and professional development can be organized around the areas of development addressed in the School-age Indicators of Progress and tied to the outcomes desired for participating children and youth.

The publication, Minnesota School Age Core Competencies, defines what practitioners need to know and be able to do when working with school-age children. The Core Competencies, developed by teams of school-age care professionals in Minnesota (Minnesota Department of Human Services, 2006), lists skills, knowledge and abilities needed by providers of care for children and youth ages 5 to 12. The competencies are organized by content area, with five achievement levels within each content area. The content areas are: child growth and development; learning environment and curriculum; assessment and planning for individual needs; interactions with children, families and communities; health, safety and nutrition; program planning and evaluation; professional development and leadership. The content of the Core Competencies is consistent with the School-age Indicators of Progress, and together both can serve as resources for staff training and professional development for practitioners and teachers in school-age care and other out-of-school-time programs.

The quality of the relationships between adults and children and youth is a key area for staff training and development in school-age care and other out-of-school-time programs. A number of reasons illustrate why this is such an important emphasis:

- Research studies have shown a high correlation between the quality of care and teacher qualifications (Halpern, 2006).
- Having positive adult role models has been identified as a key factor in developing resiliency in children (Vandell, Shurnow, Posner, 1999).
- Adult-child relationships are a key component in quality of care guidelines and accreditation standards (Metz, Goldsmith, Arbreton, 2008).
- The conditions for quality in out-of-school-time programs include qualified out-of-school-time staff and volunteers with regular opportunities for professional development and career growth (C.S. Mott Foundation, 2005).
- The Critical Hours Report identifies one of the hallmarks for positive developmental settings as supportive relationships between adults and children (Miller, 2003).

To provide a context for discussions about quality improvements in out-of-school-time care.

Out-of-school-time programming is a part of the child development field with its own history and research. Quality out-of-school-time programs support multiple developmental milestones, including a broad definition of academic success through nurturing the development of children and youth across a variety of developmental domains. Studies link improved engagement and interest in learning, better behavior, positive self-esteem, resiliency and community involvement to quality out-of-school-time programs (Halpern, 2004).

The research shows that quality out-of-school-time programs can:

- Nurture the development of the whole child, including physical, emotional, social, creative and cognitive well-being
- Positively affect social competence and academic engagement
- Provide opportunities for positive relationships with adults, peer group support and acceptance, and experiential learning, all of which help develop skills and a sense of accomplishment
- Provide academic support by offering quality enrichment opportunities that enhance learning during the regular school day, in the classroom and at home
- Enhance personal and social development, particularly feelings, attitudes and indicators of behavior adjustment.

Quality school-age care happens when practitioners are intentional about their program development and delivery. Several organizations help practitioners and others recognize and understand what encompasses quality care for school-age children. These include the Minnesota School-Age Care Alliance and the National Afterschool Association (NAA), which has developed Standards for Quality School-Age Care (NAA, 1998). These standards are recognized by many out-of-school-time organizations as indicators of program quality. The areas covered by the standards include human relationships, indoor and outdoor environments, activities, safety, health and nutrition, and administration. The NAA standards provide guidance for program improvement as well as providing the basis for accreditation conducted by other accrediting organizations.

Additional quality improvement and research resources include the University of Minnesota Youth Work Institute, which offers several resources including Quality Matters training. In addition, the National Institute on Out-of-School Time (NIOST), housed at Wellesley College, is a leading national resource for research, training and leadership development. The Forum for Youth Investment, a national nonprofit “action tank,” is also a resource for research, connections and tools.

For community members

To provide a framework for needs assessment within the community.

The need for and availability of quality out-of-school-time care and other programs is best assessed at the community level where there is greater awareness of local resources and programs. Programs can provide activities that foster understanding of the roles, functions and interrelationships of community members and the value of being contributors to and part of community. The Search Institute (2009) has developed surveys and other resources to assist communities in building positive assets in the community for children and youth. The categories represented in the developmental assets surveys include: support, empowerment, constructive use of time, commitment to learning, positive values, social competencies and positive identity. When communities organize and assess resources available to support development during the middle childhood years at the community level, children, families, schools and the whole community benefit. Parents, practitioners, teachers and other community members can think about ways of supporting positive outcomes for children and youth such as those identified in the School-age Indicators of Progress.

To encourage discussions about shared responsibility for positive outcomes for children and youth across different settings and programs.

A number of local, state and national groups recognize the need for quality out-of-school-time learning opportunities and for programs that support the development of children and youth as productive and responsible citizens and future participants in the workforce (Afterschool Alliance, 2008; National Institute on Out-of-School Time, 2008). Other studies emphasize the importance of providing affordable alternatives in out-of-school-time programming, particularly for low-income children and youth (Halpern, 1999; Halpern, 2003). City governments in Boston, Chicago and Saint Paul have provided leadership for community-wide initiatives related to out-of-school-time programs. A government report on “Keeping Children Safe and Smart” (U. S. Department of Education, 2000) provides examples of different ways that communities are meeting the need for out-of-school-time activities. Partnerships among schools, local governments, law enforcement, youth and community-based organizations, social services, health organizations and businesses have helped improve the availability and quality of out-of-school-time programs.
To contribute to the dialogue between school and out-of-school-time programs.

Academic success and developing skills for the 21st century are key components of school-improvement initiatives and legislation. These initiatives affect out-of-school-time programs by increasing expectations for improving student academic achievement while simultaneously addressing the needs of the whole child (Little et al., 2008). The primary source of federal funding for out-of-school-time programs is the 21st Century Community Learning Centers grant program (U. S. Department of Education, 2003). The grant program primarily emphasizes influencing student achievement through increased focus on academic skills in out-of-school-time programs.

However, academic achievement is only one area that can be influenced by quality after-school experiences. Halpern (2004) argues that out-of-school-time programs serve broader purposes and goals. In this view, quality out-of-school-time programs support a wide range of developmental tasks school-age children and youth need to develop the necessary skills for success at this stage and in later life. Social and interpersonal development, real-life and self-help skills, civic and community involvement and knowing how to explore a particular interest are important areas of development. Halpern (2004) refers to this as “enriching school domains.” Through intentional planning and programming, children and youth involved in enrichment activities use the knowledge and skills acquired during their school day. This involvement can influence attitudes and skills related to lifelong learning and academic success.

For policymakers

To examine strategies for improved developmental outcomes for children and youth.

There are several ways that policymakers can support positive outcomes for children and youth during the middle years of childhood. A considerable body of research now links positive outcomes for children and youth with regular attendance at high-quality out-of-school-time programs (Vandell et al., 2007; Little et al., 2008; Ripke et al., 2008). These positive outcomes include:

- Improved academic performance and improved school attendance
- Improved social and communication skills and relationships with others
- Decreased delinquency and violent behavior, and avoidance of drug and alcohol use

Some of the strategies suggested in research by the Harvard Family Research Project (Little et al., 2008) include increased access to and sustained participation in out-of-school-time programs, quality intentional programming with trained staff and strong partnerships between families, schools and communities.

To increase awareness of the importance of quality out-of-school-time programs.

There is emerging consensus about the importance of quality out-of-school-time care for children and youth, and the role it can play in support of academic success and workforce preparation. Most respondents in recent polls and surveys agree that it is important for children and youth to have out-of-school-time programs and activities to help them develop academic and social skills in safe and caring environments (Slocum, 2009). Increasingly, statewide networks are providing leadership on program development and helping to draw attention to the importance of quality out-of-school-time programs (C. S. Mott Foundation, 2005). The School-age Indicators of Progress can be used to help identify the types of outcomes that can be expected as children participate in quality out-of-school-time programs.

To help inform public policy discussions about children and youth and out-of-school time.

Minnesota’s first Governor’s summit, the Minnesota Afterschool Learning Opportunities Summit, was convened in May 2008 (Slocum, 2008). The summit brought together leaders from government, education, youth programs, community-based programs, law enforcement, foundations and businesses, along with local program managers and policymakers, to address issues that will help ensure that high-quality out-of-school-time opportunities are available for all Minnesota children and youth. Youthprise (www.youthprise.org), the new home for Youth Community Connections, is Minnesota’s statewide alliance focused on youth development. The use of Minnesota’s School-age Indicators of Progress can help inform some of these policy discussions and provide a resource and useful tool for program improvement efforts in out-of-school-time care.

- Increased knowledge of healthy life choices including better food choices and increased physical activity.
Conclusion

Minnesota’s School-age Indicators of Progress can help families, practitioners and others understand what children and youth from ages 5 to 12 need to know and be able to do, and how to help support development of these concepts, skills and behaviors. The suggested strategies for families and practitioners provide support for each domain and acknowledge the variations in development of all children and youth. Not only is it important for families, practitioners and others to be able to understand and recognize appropriate developmental expectations and outcomes, it is also important for them to know how to help children and youth achieve these expectations and outcomes. Through this knowledge, additional resources and possible referrals may be provided to children, youth and their families. This common framework can also inform discussion among families, practitioners, community members and policymakers about the developmental needs of children and youth and the need for quality out-of-school-time programming and experiences.

Organization and structure of this document

Minnesota’s School-age Indicators of Progress uses the same six domains addressed in the Early Childhood Indicators of Progress for ages 3 to 5 (Minnesota Departments of Education and Human Services, 2005). These domains reflect the whole range of development, commonly referred to as the whole child. Each domain is further divided into components that address specific areas of development within the domain. Indicators of commonly expected progress that cover the range of development for children and youth ages 5 to 12 are stated within each component. These indicators were developed as appropriate for 5 to 12 year olds based on other documents and reports, such as the Work Sampling System Omnibus Guidelines, Kindergarten through Fifth Grade, (Jablon et al., 2001), the Desired Results Development Profile (California Department of Education, 2008), the K-12 Academic Standards (Minnesota Department of Education, 2005), the Ages, Stages and Milestones of School-Age Development, (Dougherty, 2006) and The Assessment of Psychological, Emotional and Social Development Indicators in Middle Childhood (Ripke, et al., 2008).

The six developmental domains used in Minnesota’s School-age Indicators of Progress are:

- Social and Emotional Development
- Approaches to Learning
- Language and Literacy Development
- Creativity and the Arts
- Cognitive Development
- Physical Development and Health.

It is important to remember that the indicators within each domain component describe behaviors of typically developing children and youth, recognizing that individual children and youth develop differently based upon culture, gender, language and many other factors. Case studies are included that describe examples of a wide range of typical variations for different ages of children for each domain. Examples are given for each of the components for three age sub-groups: ages 5-6, 7-9 and 10-12. These more specific examples describe skills, abilities and behaviors along a developmental continuum from age 5 to 12. Suggested strategies for supporting the development of children and youth provide guidance in addressing the wide range of diversity found in this age group. Strategies should include working with families and offering resources and referrals to support children and youth with domain indicators. Both the examples and strategies present only some of the possible ways of describing the use of the indicators. They are not meant to be exhaustive lists, but rather are intended to stimulate discussion about the numerous ways the indicators can be represented in everyday activities and experiences.
# Overview and definitions

<table>
<thead>
<tr>
<th>Terms and definition</th>
<th>Example as used in booklet</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Domain is a major area of development.</td>
<td><strong>DOMIAN I: Social and Emotional Development</strong></td>
</tr>
<tr>
<td>A Component is a subpart of each of the domains.</td>
<td><strong>COMPONENT: Self-concept</strong></td>
</tr>
<tr>
<td>Indicators define expectations for a specific, observable outcome for a child.</td>
<td>Displays growing confidence in abilities, skills, talents and preferences</td>
</tr>
<tr>
<td></td>
<td>Exhibits a positive self-concept through displaying confidence, self-direction and independence</td>
</tr>
<tr>
<td></td>
<td>Demonstrates awareness and knowledge of self, including gender, gender roles, culture and community</td>
</tr>
<tr>
<td></td>
<td>Expresses awareness of similarities and differences among peers</td>
</tr>
<tr>
<td></td>
<td>Acknowledges personal views and values</td>
</tr>
</tbody>
</table>

**Case Studies and Examples** are used to provide guidance in the interpretation and application of the domains and indicators. They are provided for each of three age groups within the 5 to 12 age range. (These are examples of behaviors of children and youth with an average statistics range. All children and youth develop on an individual course based on their physical, mental and cognitive status, as well as social and environmental factors.)

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies self as a member of multiple groups</td>
<td>Understands his or her unique personal role within own peer group</td>
<td>Acts on own personal beliefs</td>
</tr>
<tr>
<td>Talks about and defines self in terms of what he or she has or owns</td>
<td>Shows satisfaction in following own interests</td>
<td>Identifies own strengths and what he or she is good at</td>
</tr>
</tbody>
</table>

For each component, some **Strategies** are suggested to facilitate development of children and youth.

**SOME PRACTITIONER STRATEGIES** for promoting development of a positive self-concept:

- Encourage children to experiment with a variety of activities, materials and experiences to discover talents and preferences
- Encourage children to identify and demonstrate their skills and talents
- Encourage children to identify and use the variety of skills and talents of others in the group
### Minnesota’s School-age Indicators of Progress (Domains and components)

<table>
<thead>
<tr>
<th>Domain I: Social and Emotional Development</th>
<th>Components:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emotional Development</td>
</tr>
<tr>
<td></td>
<td>Self-concept</td>
</tr>
<tr>
<td></td>
<td>Social Competence and Relationships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain II: Approaches to Learning</th>
<th>Components:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interest in Learning</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
</tr>
<tr>
<td></td>
<td>Reflective Learning Practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain III: Language and Literacy Development</th>
<th>Components:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain IV: Creativity and the Arts</th>
<th>Components:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creating</td>
</tr>
<tr>
<td></td>
<td>Responding</td>
</tr>
<tr>
<td></td>
<td>Evaluating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain V: Cognitive Development</th>
<th>Components:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematical and Logical Thinking</td>
</tr>
<tr>
<td></td>
<td>Scientific Thinking and Problem-solving</td>
</tr>
<tr>
<td></td>
<td>Social Systems Understanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain VI: Physical Development and Health</th>
<th>Components:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gross Motor Development</td>
</tr>
<tr>
<td></td>
<td>Fine Motor Development</td>
</tr>
<tr>
<td></td>
<td>Health and Well-being</td>
</tr>
</tbody>
</table>
The elementary school years are a time for children to learn who they are and how to interact positively with others. This domain focuses on the development of personal and social skills, a healthy self-image, an understanding of physical and cognitive capabilities and an appreciation for cultures and communities. Especially important are the skills for positive peer relationships, solving conflict and working cooperatively. The development of these skills is more successful when children have a positive self-concept, self-confidence and have many opportunities to explore and learn about diversity. Social and emotional development affects how the school-age child understands and interacts with his or her world.

An Individual Health Plan, Section 504 Plan, Individual Family Service Plan or Individual Education Program Plan for individual children and youth will provide additional guidance and direction about strategies.
## Domain I: Social and Emotional Development

**Purpose:** To develop an understanding of self and learn skills to successfully understand and interact with the world.

### Social and Emotional Development Components:
- Emotional Development
- Self-concept
- Social Competence and Relationships

### Case Studies

<table>
<thead>
<tr>
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**Susie loves to share stories about her accomplishments.** It was Susie’s turn to be Star of the Week. Susie was really excited to bring her collection of stuffed bears for “share and tell.” She made sure to get them ready the night before, telling the bears that they were in for a great time at her school.

**Rose eats snack every day with a different group of friends in her after-school enrichment program.** She notices that on days they have cookies and milk that her friend Lisa eats cheese and an apple. She asks her friend why she isn’t having milk and cookies. Rose nods her head (and later asks lots of questions) when her friend Lisa says it is because she has diabetes and needs to be careful about eating sugared foods.

**Mohammed and four of his buddies created fun and unusual games using a variety of soft balls.** As other boys asked to join their game, they negotiated the rules to include new ideas. All of the boys contributed to renegotiating the rules whenever problems arose.
INDICATORS of emotional development

Exhibits competence in exploring, recognizing, understanding and articulating own emotions
Identifies and responds to the emotions and feelings of others
Demonstrates effective self-regulation of own behavior
Understands consequences for actions and behavior
Acquires strategies for becoming resilient in times of trauma and stress

EXAMPLES of behaviors that show development of emotional development

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<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
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<tbody>
<tr>
<td>Comforts self and controls the expression of emotion with adult guidance</td>
<td>Comforts self and controls the expression of emotion with minimal adult guidance</td>
<td>Comforts self and controls the expression of emotion without adult guidance</td>
</tr>
<tr>
<td>Understands and follows rules in different settings</td>
<td>Examines existing rules or procedures and contributes to group decision-making process</td>
<td>Selects constructive instead of destructive behaviors in the group</td>
</tr>
<tr>
<td>Learns what things are shared and what is owned</td>
<td>Leads sometimes and follows at other times</td>
<td>Concerned with right vs. wrong, fair vs. unfair</td>
</tr>
<tr>
<td>Recognizes and identifies feelings</td>
<td>Recognizes peer opinions and feelings differing from his or her own</td>
<td>Makes some decisions about his or her own practices and roles</td>
</tr>
<tr>
<td>Begins to realize there are consequences for behavior</td>
<td>Begins to demonstrate empathy for a friend</td>
<td>Becomes sensitive to what others think</td>
</tr>
<tr>
<td>Seeks comfort and support from others to become resilient in times of trauma such as divorce, death, tragedy in family or other loss</td>
<td>Understands there are consequences for her/his behavior</td>
<td>Demonstrates that he or she values the feelings and needs of others as well as his or her own</td>
</tr>
<tr>
<td>Uses comfort and support from others to become resilient in times of trauma such as divorce, death, tragedy in family or other loss</td>
<td>Uses comfort and support from others to become resilient in times of trauma such as divorce, death, tragedy in family or other loss</td>
<td>Demonstrates empathy for others</td>
</tr>
<tr>
<td>Uses comfort and support from others to become resilient in times of trauma such as divorce, death, tragedy in family or other loss</td>
<td>Begins to weigh consequences, pro and con, of own behavior</td>
<td>Uses comfort and support from others to become resilient in times of trauma such as divorce, death, tragedy in family or other loss</td>
</tr>
</tbody>
</table>
**DOMIAN I: Social and Emotional Development**

**COMPONENT: Emotional Development**

**SOME PRACTITIONER STRATEGIES for promoting emotional development**

Provide age-appropriate enrichment activities that support formal learning

Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning

Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

- Provide opportunities for children and youth to identify, discuss and understand their feelings and the feelings of others
- Provide an environment that promotes independent decisions
- Provide leadership in recognizing personal feelings and emotions and appropriate social responses to them
- Teach positive decision-making strategies and provide opportunities to practice skills
- Teach appropriate verbal and non-verbal conflict management strategies
- Provide opportunities that encourage responsibility and accountability
- Provide an environment that encourages children and youth to try many new and different activities
- Encourage the trial-and-error approach to solving problems
- Ensure that all children and youth are valued and accepted as part of their peer group
- Ensure that all children and youth are valued and accepted as part of the community
- Help children and youth recognize and identify differences and similarities within the group
- Demonstrate respect and appreciation for individuals and groups of people
- Provide an environment that recognizes, embraces and celebrates diversity
- Provide an environment that is nurturing and inclusive to children and youth with special needs
- Acknowledge the contributions of all children and youth to the community
### INDICATORS of positive self-concept

Displays growing confidence in abilities, skills, talents and preferences
Exhibits a positive self-concept through displaying confidence, self-direction and independence
Demonstrates awareness and knowledge of self, including gender, gender roles, culture and community
Expresses awareness of similarities and differences among peers
Acknowledges personal views and values

### EXAMPLES of behaviors that show development of self-concept

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
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<tbody>
<tr>
<td>Identifies self as a member of multiple groups</td>
<td>Understands his or her unique personal role within peer group</td>
<td>Acts on his or her personal beliefs</td>
</tr>
<tr>
<td>Talks about and defines self in terms of what he or she has or owns</td>
<td>Shows satisfaction in following own interests</td>
<td>Identifies own strengths and what he or she is good at</td>
</tr>
<tr>
<td>Desires the attention and approval of family members</td>
<td>Begins to develop moral values including the difference between right and wrong, fair vs. unfair</td>
<td>Makes independent decisions</td>
</tr>
<tr>
<td>Communicates that he or she is skilled in some areas and not in others</td>
<td>Develops body awareness about being touched and the need for privacy</td>
<td>Begins to show self-identity when learning about gender, cultural, ethnic or racial roles</td>
</tr>
<tr>
<td>Shows pride in accomplishments</td>
<td>Begins to stand up for own rights</td>
<td>Expands appreciation of own and other cultural heritages through concrete experiences</td>
</tr>
<tr>
<td>Demonstrates independence in doing things for self</td>
<td>Shows an increased sense of self-confidence</td>
<td>Expands appreciation of own and others’ physical and cognitive capabilities</td>
</tr>
<tr>
<td>Demonstrates the influence of family and community on values and morals</td>
<td>Begins to make independent decisions</td>
<td>Begins to understand how differing ideas of group members contribute to a common goal</td>
</tr>
<tr>
<td>Begins to recognize and articulate similarities and differences between self and others</td>
<td>Begins to develop gender, ethnic and cultural identity</td>
<td>Chooses activities based on interests, gender, cultural or community norms, such as team or individual sports, cooking, journalism, health care, mechanics</td>
</tr>
<tr>
<td>Identifies gender differences and family or cultural patterns</td>
<td>Develops an appreciation of own and other cultural heritages</td>
<td>Practices cooking foods common to family or culture</td>
</tr>
<tr>
<td></td>
<td>Recognizes similarities and differences between self and others, and makes comparisons</td>
<td>Shows confidence, self-direction and/or independence in choice of behavior or activities</td>
</tr>
</tbody>
</table>
## SOME PRACTITIONER STRATEGIES for promoting development of a positive self-concept

<table>
<thead>
<tr>
<th>Provide age-appropriate enrichment activities that support formal learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning</td>
</tr>
<tr>
<td>Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children</td>
</tr>
</tbody>
</table>

- Encourage children and youth to experiment with a variety of activities, materials and experiences to discover talents and preferences
- Encourage children and youth to identify and demonstrate their skills and talents
- Support the child or youth in recognizing his or her abilities, limitations and areas of personal growth
- Support the child’s growing understanding of his or her gender, ethnic and cultural identity
- Address each child’s physical, emotional, social and cognitive needs to ensure individual success
- Provide opportunities and activities that meet a variety of developmental levels and needs
- Provide opportunities for children and youth to develop independence through acquiring self-help and real-life skills
- Provide an environment that encourages children and youth to try many new and different activities
- Encourage the “trial-and-many-error” approach to solving problems
- Celebrate each child and youth’s attempts at new activities and his or her accomplishments
- Ensure that all children and youth are valued and accepted as part of the community
- Ensure that all children and youth are part of the day-to-day activities regardless of ability
- Encourage children and youth to share favorite family activities
- Provide opportunities for children and youth to share their culture with others
- Help children and youth recognize and identify differences and similarities within the group
- Demonstrate respect and appreciation for individuals and groups of people
- Provide opportunities for children and youth to experience activities from many cultures as part of everyday practices
- Provide an environment that recognizes, embraces and celebrates diversity
- Provide an environment with enough support that is nurturing and inclusive to children and youth with special needs
- Acknowledge the contributions of all children and youth to the community
DOMAIN I: Social and Emotional Development

COMPONENT: Social Competence and Relationships

INDICATORS of social competence and relationships

- Demonstrates effective social and interpersonal skills with adults
- Demonstrates effective social and interpersonal skills with peers
- Displays appropriate behavior when interacting in a group
- Shows awareness of the rights and needs of others
- Shows respect for all people, cultures and communities
- Uses effective conflict resolution practices

EXAMPLES of behaviors that show development of social competence and relationships

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds positively to adult direction and intervention</td>
<td>Asks adults for assistance interpreting rules for games or other activities when needed</td>
<td>Shows ability to negotiate with adults to find solutions</td>
</tr>
<tr>
<td>Engages in back-and-forth conversations with familiar adults</td>
<td>Converses easily with familiar adults</td>
<td>Approaches familiar adults in confidence</td>
</tr>
<tr>
<td>Forms friendships with peers and may have a best friend</td>
<td>Enjoys playing with others and is learning to cooperate with others</td>
<td>Enjoys team activities, such as team sports</td>
</tr>
<tr>
<td>Participates in cooperative group efforts</td>
<td>Listens to others and participates in group efforts</td>
<td>Develops friendships and conforms to chosen group(s)</td>
</tr>
<tr>
<td>Begins to develop an interest in the community and world outside own family</td>
<td>Uses discussion and begins to see compromise as a way to resolve conflicts</td>
<td>Organizes group activities with peers, using adults for resources</td>
</tr>
<tr>
<td>Begins to use words to solve conflicts</td>
<td>Interacts with an expanding circle of friends, often divided by gender</td>
<td>Resolves conflicts through compromising and talking about it with peers</td>
</tr>
<tr>
<td>Includes children in his or her activities who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages or have special needs</td>
<td>Recognizes that personal cultural values may differ from other cultures</td>
<td>Develops personal views of important issues and values</td>
</tr>
<tr>
<td></td>
<td>Develops an interest in a specific issue pertaining to his or her world and can define simple actions to help</td>
<td>Encourages peers to include others when participating in activities with children of different ethnic and cultural backgrounds, of a different gender, who speak other languages or have special needs</td>
</tr>
<tr>
<td></td>
<td>Invites peers to participate in activities with children of different ethnic and cultural backgrounds, of a different gender, who speak other languages or have special needs pertaining to own world</td>
<td></td>
</tr>
</tbody>
</table>
### SOME PRACTITIONER STRATEGIES for promoting social competence and relationships

- **Provide age-appropriate enrichment activities that support formal learning**
- **Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning**
- **Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children**

- Develop and nurture a warm, caring and engaged relationship with each child and youth
- Use appropriate communication techniques with children and youth, such as:
  - be attentive when children and youth are talking to you
  - speak at eye level with children and youth
- Respect each child by keeping his or her confidence
- Teach positive decision-making strategies and provide opportunities to practice skills
- Teach appropriate verbal and non-verbal conflict management strategies
- Understand the rites and rituals of childhood and youth development, including those specific to culture or ethnicity
- Show acceptance of gender role choices
- Model the behaviors desired in the group
- Provide a variety of opportunities for children and youth to interact with each other
- Provide opportunities that encourage responsibility and accountability
- Provide opportunities and activities that encourage children and youth to develop friendships
- Provide opportunities and activities that teach positive social skills
- Nurture a sense of belonging and community among group members
- Provide opportunities for children and youth to work together on projects
- Provide opportunities and skills for interacting with other children and youth
- Demonstrate respect and appreciation for individuals and groups of people
- Provide an environment that recognizes, embraces and celebrates diversity
- Provide an environment that is nurturing and inclusive for children and youth with special needs
- Acknowledge the contributions of all children and youth to the community
- Children and youth need encouragement and structured opportunities to work together while building individual skills
Domain II: Approaches to Learning

Purpose: To develop skills necessary for the successful acquisition of knowledge, for processing information and for thinking and reasoning

School-age children and youth spend the majority of their time learning and acquiring information, both formally and informally. This domain supports children and youth in acquiring the knowledge and skills necessary to demonstrate positive attitudes, productive behaviors and learning styles conducive to the acquisition of knowledge, understanding and skills. Successful nurturing of a child’s love of learning is critical for the development of lifelong learning attitudes and behavior.

An Individual Health Plan, Section 504 Plan, Individual Family Service Plan or Individual Education Program Plan for individual children and youth will provide additional guidance and direction about strategies.
**DOMAIN II: Approaches to Learning**

**Purpose:** To develop skills necessary for the successful acquisition of knowledge, for processing information and for thinking and reasoning

**Approaches to Learning Components:**
- Interest in Learning
- Learning Strategies
- Reflective Learning Practices

**CASE STUDIES**

| Ages 5 to 6  
(K - 1st grade) | Ages 7 to 9  
(2nd - 3rd grades) | Ages 10 to 12  
(4th - 6th grades) |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Chen and Lark were working together on an “under the sea” floor puzzle. Lark was really focused on putting together the colorful fish while Chen worked on the pieces for the sandy bottom. After Chen completed the sandy bottom, their family child care provider wanted to know where the fish should go. They worked together to connect the fish to the bottom and then finished the top part together.</td>
<td>Sarah is excited about the many different pieces of tubes and pipes in the water table. She experiments with them for a little while until she comes up with another idea. She asks her friend Ana to get a little ball from the “outdoor equipment” basket. When Ana brings the ball over to the water table, Sarah invites her to help plug one of the pipes so that they can fill it with water.</td>
<td>Javier shared his concern about the homeless after seeing a news report. He helped start a community service project that looked at homeless issues in his state, including investigating myths about working poor, raising funds for a local shelter and increasing public awareness by participating in an overnight sleep-out.</td>
</tr>
</tbody>
</table>
## INDICATORS of development of interest in learning

- Expresses interest and excitement in learning new things
- Displays comfort with exploring and discovering new things
- Exhibits curiosity regarding his or her world and the people in it
- Demonstrates new learning through play experiences
- Demonstrates an interest in the world around them and how they interact with it

## EXAMPLES of behaviors that show development of interest in learning

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<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
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<tr>
<td>Demonstrates openness to new learning</td>
<td>Shows enthusiasm about trying new things</td>
<td>Tests limits through experimenting and inventing new uses for standard objects</td>
</tr>
<tr>
<td>Engages in play activities to demonstrate learning</td>
<td>Engages in play that is detailed and focused</td>
<td>Demonstrates growing interest in learning new skills</td>
</tr>
<tr>
<td>Demonstrates curiosity about his or her world</td>
<td>Experiments and invents new uses for standard objects</td>
<td>Questions, plans, organizes or joins with others to do new things</td>
</tr>
<tr>
<td>Seeks more information about topics or activities that interest him or her</td>
<td>Explores beyond immediate environment</td>
<td>Uses a variety of media or actual experiences to explore environments that provide exposure to multiple neighborhoods, communities and the world</td>
</tr>
<tr>
<td>Shows interest by asking questions about stories and other events</td>
<td>Shows curiosity about nature, people, customs and other countries</td>
<td>Uses research skills to learn more about a topic or issue of personal interest</td>
</tr>
<tr>
<td>Recognizes and seeks out new learning materials in the classroom environment</td>
<td>Shows interest and curiosity in a variety of ways such as through art, words or actions</td>
<td></td>
</tr>
</tbody>
</table>
**DOMAIN II: Approaches to Learning**

**COMPONENT: Interest in Learning**

**SOME PRACTITIONER STRATEGIES** for promoting interest in learning

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<tr>
<td>Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children</td>
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- Provide a variety of activities and opportunities for children and youth to explore their community and world
- Nurture a trial-and-error approach to problem-solving, free from fear of making mistakes
- Provide opportunities for children and youth to work alone and in groups to use their creativity in solving problems
- Display enthusiasm and excitement by sharing their discoveries, explorations and experiencing their environment
- Discover and build upon the individual child’s own ideas and interests
- Provide a variety of teaching strategies and methods that address individual learning styles, gender, culture and abilities of children and youth
- Provide opportunities for children and youth to discover new ways of solving problems and inventing solutions in everyday situations
- Recognize, plan and make adaptations for individual differences, abilities and diverse learning styles
- Model curiosity and information-seeking behaviors and a love of discovery and learning
## Domain II: Approaches to Learning

### Component: Learning Strategies

**Indicators of development of learning strategies**

- Demonstrates problem-solving skills through play and daily activities
- Exhibits persistence through play and the planning of short- and long-term projects
- Demonstrates risk-taking by trying new activities
- Develops skills in differentiating between fact and fantasy
- Uses creativity to invent new ways to solve problems and explore objects

**Examples of behaviors that show development of learning strategies**

<table>
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<tr>
<th>Ages 5 to 6</th>
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<tr>
<td>(K - 1st grade)</td>
<td>(2nd - 3rd grades)</td>
<td>(4th - 6th grades)</td>
</tr>
<tr>
<td>Demonstrates ability to listen and learn in structured and unstructured situations</td>
<td>Demonstrates effective learning through the creative development and construction of projects</td>
<td>Learns through planning and implementing long-term, complex projects</td>
</tr>
<tr>
<td>Participates in enrichment and real-life learning experiences with adult supervision</td>
<td>Persists on a project with a minimum amount of help</td>
<td>Completes homework assignments independently, asking for assistance when needed</td>
</tr>
<tr>
<td>Demonstrates an increased ability to differentiate between reality and fantasy</td>
<td>Chooses, plans, researches and expands on ideas</td>
<td>Develops logical reasoning skills</td>
</tr>
<tr>
<td>Demonstrates an increased ability to differentiate between reality and fantasy</td>
<td>Develops an interest in specific issues pertaining to own world and can define simple actions to take</td>
<td>Develops personal views of important issues and values pertaining to own world and acts upon own beliefs</td>
</tr>
<tr>
<td>Shows interest in activities from other cultures</td>
<td>Considers the perspectives of others, including culture, race, ethnicity and abilities when making group and individual decisions</td>
<td>Uses social interaction skills to stop peers from putting down or excluding others based on differences or preferences</td>
</tr>
<tr>
<td>Shows willingness to take risks in learning new skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SOME PRACTITIONER STRATEGIES for promoting learning strategies

- Provide age-appropriate enrichment activities that support formal learning
- Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning
- Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

<table>
<thead>
<tr>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for children and youth to share their ideas, interests and discoveries</td>
</tr>
<tr>
<td>Provide materials, opportunities and activities that encourage children and youth to try new experiences</td>
</tr>
<tr>
<td>Provide experiences for children and youth to try out their new learning from the school day</td>
</tr>
<tr>
<td>Provide opportunities and activities that are focused on real life</td>
</tr>
<tr>
<td>Provide activities that are open-ended and require creative problem-solving</td>
</tr>
<tr>
<td>Provide opportunities and activities that encourage children and youth to choose, plan, research and expand on ideas</td>
</tr>
<tr>
<td>Provide opportunities for children and youth to plan and implement long-term and complex projects that have an end product</td>
</tr>
<tr>
<td>Provide opportunities for children and youth to develop logical reasoning skills</td>
</tr>
<tr>
<td>Provide opportunities for children and youth to develop skills using and interpreting information from a variety of multimedia resources</td>
</tr>
<tr>
<td>Provide an environment that recognizes, embraces and celebrates diversity</td>
</tr>
<tr>
<td>Provide an environment that is nurturing and inclusive to children and youth with special needs</td>
</tr>
<tr>
<td>Acknowledge the contributions of all children and youth to the community of learners</td>
</tr>
</tbody>
</table>
## Domain II: Approaches to Learning

### Component: Reflective Learning Practices

### Indicators of development of reflective learning practices

- Demonstrates increased understanding of the consequences of behavior
- Makes independent decisions based on interests, learning and experiences
- Sets personal goals based on learning and experiences
- Demonstrates growing skill in organizing and remembering information
- Demonstrates growing ability to identify harmful practices

### Examples of behaviors that show development of reflective learning practices

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins to understand the connection between behaviors and consequences</td>
<td>Understands there are consequences for own behavior</td>
<td>Begins to weigh consequences of own behavior when making choices</td>
</tr>
<tr>
<td>Demonstrates learning through play experiences</td>
<td>Demonstrates learning through the development and construction of projects</td>
<td>Demonstrates learning through planning, developing and implementing projects</td>
</tr>
<tr>
<td>Chooses activities based on interests and experience</td>
<td>Begins to show interest in final product</td>
<td>Places importance on end product</td>
</tr>
<tr>
<td>Begins to organize information for remembering</td>
<td>Organizes and rehearses information in order to remember it</td>
<td>Continues to develop the ability to purposefully organize and remember information</td>
</tr>
<tr>
<td>Uses language to clarify thinking</td>
<td>Uses language to clarify thinking and learning</td>
<td>Understands the importance of setting, organizing and attaining goals</td>
</tr>
<tr>
<td>Begins to show an awareness of basic human necessities such as food, shelter and clothing</td>
<td>Begins to reflect on learning and evaluate own learning</td>
<td>Compares and contrasts values, ideas and opinions about issues, such as social justice, fairness, human rights, homelessness and world hunger</td>
</tr>
<tr>
<td>Becomes aware of any negative effect in some television and video game practices</td>
<td>Identifies interests which may include cultural preferences</td>
<td>Avoids television and video game choices and practices that are harmful or dangerous</td>
</tr>
<tr>
<td></td>
<td>Shows awareness of the negative actions in some television and video game choices and practices</td>
<td></td>
</tr>
</tbody>
</table>
DOMAIN II: Approaches to Learning

COMPONENT: Reflective Learning Practices

SOME PRACTITIONER STRATEGIES for promoting reflective learning practices

Provide age-appropriate enrichment activities that support formal learning

Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning

Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

- Provide sufficient time for children and youth to be fully engaged in the learning process
- Provide opportunities for children and youth to explore individual interests
- Provide opportunity and time for children and youth to set goals and complete projects that have meaning for them
- Provide opportunities for children and youth to solve problems alone or in groups
- Facilitate discussion on problem-solving strategies and outcomes
- Provide leadership and guidance in understanding actions and consequences when solving problems
- Nurture an emotional environment that is conducive to children and youth sharing their ideas and learning
- Provide a variety of ways for children and youth to share their ideas such as:
  - journals
  - sharing time
  - displays
- Provide strategies and methods for children and youth to learn how to organize and remember information
- Provide support and guidance during the learning process without being intrusive
- Provide support in reflecting upon learning through dialogue, answering questions and listening to the children and youth
Language and literacy are used to communicate needs, to interact socially with each other and to share ideas. This domain emphasizes acquiring skills in language and literacy to assure successful communication. The environment will support the children and youth’s use of their primary language as they increase their oral and written language abilities.

This Domain will need to be modified based on the individual needs of the child or youth who could have varying degrees of hearing, vision or verbal abilities. An Individual Health Plan, Section 504 Plan, Individual Family Service Plan or Individual Education Program Plan for individual children and youth will provide additional guidance and direction about strategies.
DOMAIN III: Language and Literacy Development

Purpose: To develop skills and use knowledge for successful verbal and written communication

Language and Literacy Components:
- Listening
- Speaking
- Reading
- Writing

CASE STUDIES

<table>
<thead>
<tr>
<th>Ages 5 to 6</th>
<th>Ages 7 to 9</th>
<th>Ages 10 to 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(K - 1st grade)</td>
<td>(2nd - 3rd grades)</td>
<td>(4th - 6th grades)</td>
</tr>
</tbody>
</table>

John recently has begun to tell silly stories and jokes. He has really had fun with his camping stories. Last week he made up a story about a frog using a dragonfly to catch a fish. The picture he drew to illustrate his story had everyone in the family child care program laughing!

Lakisha and Sierra were the first to finish their snack, so their program teacher let them hide a red ball in the room while their classmates finished snack. They huddled in a corner and busily wrote clues for a treasure hunt on pieces of paper. When everyone was finished with snack, they started the treasure hunt. Sometimes Lakisha and Sierra had to decipher the clue for their classmates because it was hard to understand their spelling.

Jason loves the after-school enrichment class he is taking. It is called One Cup Cooking. He says the cool thing about the class is that each person gets to follow a recipe and make his or her own individual portion. The first time, he didn’t read the instructions very carefully and his muffin was kind of hard.
**DOMAIN III: Language and Literacy Development**

**COMPONENT: Listening**

<table>
<thead>
<tr>
<th><strong>INDICATORS of development of listening</strong></th>
<th><strong>EXAMPLES of behaviors that show development of listening</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listen for meaning and comprehension</strong></td>
<td><strong>Ages 5 to 6</strong> <strong>(K - 1st grade)</strong>&lt;br&gt;Communicates effectively through listening and speaking, or through adaptive equipment&lt;br&gt;Follows multi-step directions&lt;br&gt;Understands a growing number of vocabulary words&lt;br&gt;Begins to use words to solve conflicts&lt;br&gt;Demonstrates listening skills in conversation, story times, videos and other situations</td>
</tr>
<tr>
<td><strong>Understands verbal and nonverbal communication</strong></td>
<td><strong>Ages 7 to 9</strong> <strong>(2nd - 3rd grades)</strong>&lt;br&gt;Demonstrates increased competence in communicating through listening and speaking&lt;br&gt;Follows complex, multi-step directions&lt;br&gt;Understands increasingly complex vocabulary words&lt;br&gt;Appreciates riddles, jokes, slang and double meanings of words&lt;br&gt;Uses discussion and begins to see compromise as a way to resolve conflicts&lt;br&gt;Demonstrates comprehension through questions and comments after stories or discussions</td>
</tr>
<tr>
<td><strong>Follows verbal and/or written directions that involve a series of actions</strong></td>
<td><strong>Ages 10 to 12</strong> <strong>(4th - 6th grades)</strong>&lt;br&gt;Uses a variety of communication strategies to communicate effectively&lt;br&gt;Follows multi-step written directions&lt;br&gt;Continues to expand number of complex vocabulary words&lt;br&gt;Uses active listening skills while engaging in discussion groups for planning, problem-solving and support of peers&lt;br&gt;Resolves conflicts through compromising and talking about the process with peers&lt;br&gt;Demonstrates understanding of increasingly complex information from a variety of sources</td>
</tr>
<tr>
<td><strong>Understands increasing number and complexity of vocabulary words</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Listens to others’ ideas and points of view</strong></td>
<td></td>
</tr>
</tbody>
</table>
SOME PRACTITIONER STRATEGIES for promoting listening

Provide age-appropriate enrichment activities that support formal learning

Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning

Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

■ Provide opportunities for children and youth to engage in conversations with peers and adults
■ Provide opportunities for all children and youth to hear and learn other languages as well as English
■ Provide opportunities for children and youth who are English Language Learners to comfortably communicate in their primary language
■ Provide opportunities for children and youth who are English Language Learners to practice English
■ Provide labels for commonly used items in both English and other languages including those used by children and youth in the practitioner's program.
■ Provide practice in following oral and written, multi-step directions
■ Provide opportunities for children and youth to increase their speaking vocabulary
■ Provide opportunities for children and youth to use a variety of communication styles such as:
  • jokes and riddles
  • stories
  • questioning techniques
■ Model good communication skills
■ Model good listening skills
■ Provide opportunities for children and youth to learn active listening skills
INDICATORS of development of speaking

Demonstrates ability to use language to express feelings and convey ideas
Shows increasing ability to articulate needs
Understands and uses different types of language, such as jokes, stories, factual reports
Uses language for a variety of purposes
Demonstrates growing skill in using language to resolve conflicts and settle differences

EXAMPLES of behaviors that show development of memory

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses language to express simple humor and make jokes</td>
<td>Uses humor in more discriminating and complex ways</td>
<td>Enjoys using and inventing complex words or meanings for words</td>
</tr>
<tr>
<td>Begins to use language to work out problems and settle differences</td>
<td>Uses language and discussion to work out problems and settle differences</td>
<td>Shows increasing ability to use language to resolve conflicts and settle problems</td>
</tr>
<tr>
<td>Tells about own experiences and ideas</td>
<td>Uses a growing number of strategies to expand reading, listening and speaking vocabularies</td>
<td>Continues to use a variety of strategies to expand reading, listening and speaking vocabularies</td>
</tr>
<tr>
<td>Uses language to express feelings and needs</td>
<td>Understands that different situations and audiences require different types of language</td>
<td>Gives oral presentations to different audiences for different purposes</td>
</tr>
<tr>
<td>Uses a growing number of vocabulary words</td>
<td>Uses compound and complex sentence structures in many ways to convey ideas</td>
<td>Uses correct grammar and varied sentence structure in speech and in presenting his or her ideas to others</td>
</tr>
<tr>
<td>Initiates conversations with familiar peers and adults</td>
<td>Shows some confidence with speaking in a group and sharing ideas</td>
<td>Recognizes and interprets similes, metaphors and words with multiple meanings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generates and answers literal, inferential, interpretive and evaluative questions to demonstrate understanding</td>
</tr>
</tbody>
</table>
### SOME PRACTITIONER STRATEGIES for promoting speaking

Provide age-appropriate enrichment activities that support formal learning

Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning

Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

- Provide opportunities for children and youth to practice non-verbal and verbal communication skills
- Provide opportunities for children and youth to learn and practice conflict resolution and problem-solving skills
- Provide opportunities for children and youth to use language in an increasingly sophisticated manner such as:
  - sharing and telling stories and jokes
  - presenting information
  - asking questions or interviewing others
- Provide opportunities for all children and youth to learn and speak formal English
- Provide assistance for children and youth who are English Language Learners to express themselves in English and in their primary language
- Model appropriate uses of humor
- Model correct grammar and sentence structure when speaking and writing
- Provide opportunities for children and youth to express their feelings and ideas orally and in written form
- Encourage children and youth to use correct grammar and sentence structure in oral and written presentations
- Provide opportunities for children and youth to engage in pretend and fantasy play
- Communicate with children and youth and families using their home language with interpreters when necessary
**DOMAIN III: Language and Literacy Development**

**COMPONENT: Reading**

### INDICATORS of development of reading

- Shows interest in books and reading
- Exhibit enjoyment in having stories read to them
- Develop ability to read to themselves
- Chooses written material according to interest and need
- Demonstrates age-level skill in reading
- Uses a variety of strategies to gain meaning from books and other print media

### EXAMPLES of behaviors that show development of reading

| Ages 5 to 6  
| (K - 1st grade) | Ages 7 to 9  
| (2nd - 3rd grades) | Ages 10 to 12  
<table>
<thead>
<tr>
<th>(4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoys having stories read to him or her</td>
</tr>
<tr>
<td>Selects books related to interests</td>
</tr>
<tr>
<td>Shares book choices with peers</td>
</tr>
<tr>
<td>Shares books with family members</td>
</tr>
<tr>
<td>Demonstrates the concept of sequencing of pictures to tell a story</td>
</tr>
<tr>
<td>Reads age-level material with fluency and comprehension</td>
</tr>
<tr>
<td>Recognizes association between letters and sounds</td>
</tr>
<tr>
<td>Understands the connection between written and verbal language</td>
</tr>
<tr>
<td>Uses letter-sound associations or word parts and context to identify new words</td>
</tr>
<tr>
<td>Uses pictures to predict and confirm meaning</td>
</tr>
<tr>
<td>Understands structure of material printed in English: left to right, top to bottom</td>
</tr>
<tr>
<td>Understands written directions and communications</td>
</tr>
</tbody>
</table>
DOMA IN III: Language and Literacy Development

COMPONENT: Reading

SOME PRACTITIONER STRATEGIES for promoting reading

Provide age-appropriate enrichment activities that support formal learning

Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning

Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

- Provide opportunities for reading out loud, either by an adult or child, individually or in a group
- Provide opportunities for silent reading
- Provide authentic books and other reading material in home language for children and youth who are English Language Learners
- Provide access to a wide-range of reading materials including fiction, non-fiction, poetry, plays and other forms of literature
- Use questioning techniques to help children and youth increase comprehension and higher level thinking
- Encourage children and youth to use age-appropriate word identification and meaning strategies when reading
- Provide opportunities for children and youth to evaluate, compare and contrast reading materials
- Model interest in reading for enjoyment
- Provide time and space for reading for enjoyment
- Model how to access information through research and reading
- Provide guidance to children and youth in learning how to use resource materials
- Provide guidance to children and youth in learning how to evaluate information gained from a variety of multimedia sources
- Obtain copy of 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) (as appropriate) for individualized guidance
Children are natural artists. Their individual creativity needs to be nurtured and supported through a variety of opportunities where they can create and perform. This domain explores processes of various art disciplines as well as the actual participation in specific areas of the creative arts. Through understanding and participating in the artistic process, children and youth recognize, explore, create, respond and evaluate the arts.

An Individual Health Plan, Section 504 Plan, Individual Family Service Plan or Individual Education Program Plan for individual children and youth will provide additional guidance and direction about strategies. Examples might include accommodations related to materials causing an asthma attack or a latex reaction, or mobility limitations related to a broken leg.
DOMAIN IV: Creativity and the Arts

Purpose: To experience the creative arts through understanding and participating in artistic processes

Creativity and the Arts Components:
- Creating
- Responding
- Evaluating

CASE STUDIES:

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janey’s favorite place to play is in the housekeeping center at the family child care home that she goes to after school. Every day she chooses this activity after snack. She especially likes to be the mom, but sometimes she needs to let Mia or Allison be the mom and then she chooses to be the cat.</td>
<td>Dakotah is proud to share the new dance steps she just learned with her school-age care program. She wants to teach her classmates that in her culture children learn certain specific dance steps and the dances often have certain meanings. Her school-age care program teacher offered to find some pictures and books that showed children from different cultures dancing.</td>
<td>Joe’s group of 4th and 5th graders in his community’s summer youth program wanted to put on a play for the younger children. Joe really didn’t like the idea of being in front of a crowd but he likes painting and building. He volunteered to work on designing and creating the scenery for the group’s production of Babaar. He was really surprised at how much he needed to learn about set design.</td>
</tr>
</tbody>
</table>
**INDICATORS of development in creating**

Demonstrates the fundamental knowledge and techniques needed to create and perform

Participates in creating and/or performing dance and movement, theater and drama, music and song, and visual arts, including drawing, painting, sculpture, printmaking, design, photography, video and filmmaking

Integrates cultural aspects into different forms of creative expression

Expresses feelings and experiences in the creative process

**EXAMPLES of behaviors that show development of creating**

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies techniques specific to various art disciplines that are used to create works of art</td>
<td>Uses techniques specific to various art disciplines to create works of art</td>
<td>Uses fundamental knowledge and techniques various art disciplines to create works of art</td>
</tr>
<tr>
<td>Tries activities related to performance and visual arts from a variety of cultures</td>
<td>Copies components from performance and visual arts that come from a variety of cultures</td>
<td>Uses cultural components in original works of art</td>
</tr>
<tr>
<td>Uses a variety of common materials as props to act out a story or experience</td>
<td>Uses imagination to create and act out experiences or ideas</td>
<td>Creates a dramatic performance by using plot, characters, costume and language from an original idea or existing piece of work</td>
</tr>
<tr>
<td>Uses basic movement skills in music or rhythm</td>
<td>Uses basic movement such as repeating patterns with music or rhythm</td>
<td>Creates movement sequences with or without music</td>
</tr>
<tr>
<td>Creates and performs sequences of movement and dance with a beginning, middle and end</td>
<td>Sings a varied repertoire of songs in a group</td>
<td>Sings or plays instruments alone and in groups</td>
</tr>
<tr>
<td>Participates by singing in a group</td>
<td>Improvises and composes music and musical rhythms</td>
<td>Improvises and composes rhythms, music or melodies to express ideas</td>
</tr>
<tr>
<td>Enjoys making up new musical rhythms</td>
<td>Uses a variety of art media to express ideas and feelings</td>
<td>Creates original works of art to express specific artistic ideas using a variety of art materials and media</td>
</tr>
<tr>
<td>Experiments with a variety of art materials and art media</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DOMAIN IV: Creativity and the Arts

COMPONENT: Creating

SOME PRACTITIONER STRATEGIES for promoting creating

Provide age-appropriate enrichment activities that support formal learning
Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning
Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

- Provide opportunities for children and youth to explore, experiment and learn how to use a variety of art and craft materials and media (lead-free)
- Provide guidance in using different art and craft media such as:
  - clay
  - colored pencils, crayons and pastels
  - watercolor paint
  - acrylic paint
  - craft materials
- Provide opportunities for children and youth to learn about artistic expression from a variety of cultures
- Provide opportunities for children and youth to learn about art from a variety of differently abled artisans
- Encourage the awareness and appreciation of artistic expression from a variety of cultures
- Provide materials, space, time and support to children and youth as they explore different ways to express themselves creatively
- Provide opportunities for children and youth to explore the many different tasks related to the performing arts of theater, dance and music such as:
  - writing
  - choreography
  - creating props
  - stage and costume design
  - performing music, dance or drama
- Encourage and facilitate participation in community art experiences
- Model enthusiastic, positive, non-judgmental responses to individual creative expression and artistic endeavors
INDICATORS of development of responding

Understands the processes used in creating and performing dance and movement, theater and drama, music and song, and the visual arts, including drawing, painting, sculpture, printmaking, design, photography, video and filmmaking
Demonstrates understanding of cultural contributions in each of the artistic disciplines
Discusses personal experiences in creating and performing
Integrates feelings and experiences into his or her works of art

EXAMPLES of behaviors that show development of responding

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins to use a variety of techniques and tools for creating works of art</td>
<td>Uses appropriate techniques, materials and tools specific to the various art disciplines</td>
<td>Understands fundamental knowledge and techniques of the arts disciplines used for creating and performing</td>
</tr>
<tr>
<td>Shows interest in learning more about cultural influences on artistic expression</td>
<td>Understand some of the cultural and historical influences on artistic expression</td>
<td>Understands that dance, music, drama and the visual arts reflect a variety of cultures and historical times</td>
</tr>
<tr>
<td>Understand that drama can elicit strong and emotions</td>
<td>Understands how drama can be used to communicate stories, feelings and events</td>
<td>Uses fiction or life experiences to create characters using movement, voice, costumes and props</td>
</tr>
<tr>
<td>Uses life experiences to communicate stories and feelings in dramatic play</td>
<td>Uses stories or a theme to create a dramatic performance</td>
<td>Uses rhythm and music to express own ideas or feelings</td>
</tr>
<tr>
<td>Enjoys singing in a group</td>
<td>Uses specific movement skills in response to particular types of music or rhythm</td>
<td>Expresses specific artistic ideas, feelings and emotions using a variety of art materials and art media</td>
</tr>
<tr>
<td>Responds with movement to different types of music and rhythms</td>
<td>Understands a variety of ways that art materials and art media can be used to express feelings, describe events and tell stories</td>
<td></td>
</tr>
</tbody>
</table>
### SOME PRACTITIONER STRATEGIES for promoting responding

| Provide age-appropriate enrichment activities that support formal learning |
| Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning |
| Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children |

- Provide opportunities for children and youth to learn about the processes of performance and visual arts as artistic expression.
- Provide guidance in understanding the processes of designing, creating and displaying works of art.
- Encourage the awareness and appreciation of artistic expression from a variety of cultures.
- Provide opportunities for children and youth to explore the processes of the performing arts of theater, dance and music through:
  - writing
  - choreography
  - creating props
  - designing stage sets and costumes
  - performing
- Help children and youth develop appreciation for the arts by providing field trips and/or guest performers in the different disciplines.
- Encourage participation in school and community performances and other art experiences.
- Support the development of personal preference by giving choices and supporting decisions.
**DOMAIN IV: Creativity and the Arts**

**COMPONENT: Evaluating**

**INDICATORS of development in evaluating**

Evaluates the arts and various forms of creative expression using fundamental knowledge and understanding

Examines cultural contributions in each of the artistic disciplines of dance and movement, theater and drama, music and song, and the visual arts, including drawing, painting, sculpture, printmaking, design, photography, video and filmmaking

Expresses personal opinions related to creating and performing

Demonstrates ability to evaluate works of art created by self or others

**EXAMPLES of behaviors that show development of evaluating**

<table>
<thead>
<tr>
<th>Ages 5 to 6</th>
<th>Ages 7 to 9</th>
<th>Ages 10 to 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(K - 1st grade)</td>
<td>(2nd - 3rd grades)</td>
<td>(4th - 6th grades)</td>
</tr>
<tr>
<td>Identifies different techniques, tools and materials used for specific art disciplines</td>
<td>Selects appropriate techniques, tools and materials for use in specific art disciplines</td>
<td>Evaluates appropriateness of techniques, tools and materials used in specific art disciplines</td>
</tr>
<tr>
<td>Begins to recognize that performance and visual arts come from a variety of cultures and historical times</td>
<td>Recognizes cultures and historical influences in specific art disciplines</td>
<td>Evaluates how the performing arts and the visual arts reflect different cultures and historical times</td>
</tr>
<tr>
<td>Understands that drama can be used to communicate stories, feelings and events</td>
<td>Evaluates dramatic stories based on feelings and experiences</td>
<td>Evaluates the success of the plot, characters and language to convey feelings and ideas in a dramatic performance</td>
</tr>
<tr>
<td>Understands that music and movement can be used to tell a story</td>
<td>Selects appropriate materials and props for acting out or telling a story</td>
<td>Evaluates the success of creating fictional characters using movement, voice, costumes and props</td>
</tr>
<tr>
<td>Expresses what types of music he or she likes best</td>
<td>Identifies types of music and movement that best express own feelings and thoughts</td>
<td>Evaluates the ability of music and movement to express particular feelings and emotions</td>
</tr>
<tr>
<td>Decides what types of art experiences he or she finds most enjoyable</td>
<td>Evaluates which art materials and art media are best for expressing feelings, experiences and stories</td>
<td>Evaluates original works of art for expression of specific artistic ideas</td>
</tr>
</tbody>
</table>
DOMAIN IV: Creativity and the Arts

COMPONENT: Evaluating

SOME PRACTITIONER STRATEGIES for promoting evaluating

Provide age-appropriate enrichment activities that support formal learning
Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning
Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

- Provide opportunities for children and youth to discuss, compare and evaluate various forms of artistic expression
- Provide guidance in understanding the processes of evaluating works of art and other forms of creative expression
- Provide guidance in evaluating different techniques used in different art media
- Provide opportunities for children and youth to explore and evaluate dramatic, dance and musical performances
- Encourage openness and understanding in discussing and evaluating different kinds of dramatic, dance and musical performances
- Provide opportunities for children and youth to discuss artistic expression from a variety of cultural viewpoints
- Provide opportunities for children and youth to examine and evaluate original works of art and other forms of artistic expression created by self and others
Children and youth acquire a large amount of knowledge at a rapid pace during the elementary years. This domain focuses on the school-age child’s intellectual development in the areas of math, science and social understanding. Each domain component includes topics that support the development of academic skills. The activities and opportunities available to children and youth promote academic success through caring relationships and enrichment activities.

An Individual Health Plan, Section 504 Plan, Individual Family Service Plan or Individual Education Program Plan for individual children and youth will provide additional guidance and direction about strategies.
### CASE STUDIES:

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chloe likes to organize and reorganize the colored pegs on the pegboard. Sometimes she separates the pegs according to specific color. Sometimes she lines them up in patterns such as alternating red, green and blue, and sometimes she makes different shapes on the pegboard.</td>
<td>Rona is really interested in watching the hamsters in their cage. The class has an observation notebook near the cage so that children can write down different things they notice. One day Rona sees the hamster dig a hole in the cedar shavings and bury some of its seeds. She shares this observation with her practitioner and then records it in the observation notebook.</td>
<td>Michael is really interested in birds – especially those that are endangered. He is particularly interested in the plight of the trumpeter swan in Minnesota. He researched the facts and created a poster explaining conservation techniques that are helpful to their survival, to share with others in his after-school youth service program.</td>
</tr>
</tbody>
</table>
DOMAIN V: Cognitive Development

COMPONENT: Mathematical and Logical Thinking

INDICATORS of development of mathematical and logical thinking

Number Concepts and Operations
Shows understanding of number and quantity
Understands basic mathematical operations

Patterns and Relationships
Makes, copies and extends patterns
Sorts and classifies objects on the basis of several attributes

Spatial Relations and Geometry
Recognizes attributes and relationships among shapes
Solves problems using spatial relationships

Measurement and Telling Time
Compares and describes objects using attributes that can be measured
Uses simple tools and techniques to estimate and measure
Shows understanding of time concepts

Mathematical Reasoning
Uses math concepts and strategies to solve problems
Collects, records and explains data using math concepts

EXAMPLES of behaviors that show development of mathematical and logical thinking

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
</table>
| Number Concepts and Operations
  Understands one-to-one correspondence between numbers and objects
  Begins to understand simple operations such as adding and subtracting
  Begins to understand the concept of fractions
  Understands the concept of whole numbers and counts to 100 using objects |
| Number Concepts and Operations
  Understands number concepts such as: place value, ways of representing whole numbers and relationships among whole numbers, fractions
  Understands addition and subtraction and how they relate to one another
  Understands simple multiplication and division
  Demonstrates age-level counting skills such as: reads, writes and orders numbers to 999; and counts by 2s, 5s, 10s |
| Number Concepts and Operations
  Begins to use positive and negative numbers to quantify information
  Demonstrates proficiency with the operations of addition, subtraction, multiplication and division
  Demonstrates proficiency with using fractions
  Demonstrates proficiency with the use of a calculator and other technologies for solving problems |
### EXAMPLES of behaviors that show development of mathematical and logical thinking

<table>
<thead>
<tr>
<th>Ages 5 to 6</th>
<th>Ages 7 to 9</th>
<th>Ages 10 to 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patterns and Relationships</strong>&lt;br&gt;Understands simple repeating patterns&lt;br&gt;Sorts, classifies and compares objects based on one or two attributes</td>
<td><strong>Patterns and Relationships</strong>&lt;br&gt;Understands repeating, growing and shrinking patterns&lt;br&gt;Understands and describes patterns in numbers and shapes&lt;br&gt;Classifies objects or people according to multiple attributes</td>
<td><strong>Patterns and Relationships</strong>&lt;br&gt;Understands and describes patterns in numbers, shapes, tables and graphs&lt;br&gt;Orders objects with numbers or other symbols without the objects being present</td>
</tr>
<tr>
<td><strong>Spatial Relationships and Geometry</strong>&lt;br&gt;Describes some of the attributes of shapes&lt;br&gt;Describes some concepts of distance or space, using terms such as above, below, near, far, etc.</td>
<td><strong>Spatial Relationships and Geometry</strong>&lt;br&gt;Recognizes and names 2- and 3-dimensional shapes&lt;br&gt;Begins to understand and use symmetry</td>
<td><strong>Spatial Relationships and Geometry</strong>&lt;br&gt;Understands the relationships between 2- and 3-dimensional shapes&lt;br&gt;Explores spatial relationships using drawing or models</td>
</tr>
<tr>
<td><strong>Measurement and Telling Time</strong>&lt;br&gt;Uses measurement tools with adult supervision&lt;br&gt;Learns to tell time from a clock&lt;br&gt;Names the days of the week, months of the year and the current year&lt;br&gt; Begins to understand the concept of money&lt;br&gt;Collects information about objects and events</td>
<td><strong>Measurement and Telling Time</strong>&lt;br&gt;Uses the correct tools and units to measure length, time, temperature, volume and money&lt;br&gt;Uses measurement in performing everyday tasks&lt;br&gt;Collects and represents data in real-world and mathematical problems</td>
<td><strong>Measurement and Telling Time</strong>&lt;br&gt;Demonstrates proficiency in using the correct tools and units of measure for length, time, temperature, volume and money&lt;br&gt;Uses measurement in a variety of ways with minimal adult supervision&lt;br&gt;Uses data to draw conclusions and identify trends</td>
</tr>
<tr>
<td><strong>Mathematical Reasoning</strong>&lt;br&gt;Uses math manipulatives, games, toys and coins in daily activities&lt;br&gt;Plays simple probability games&lt;br&gt;Uses communication and reasoning to solve problems and explain solutions</td>
<td><strong>Mathematical Reasoning</strong>&lt;br&gt;Plays complex games using higher-order math, probability and/or problem-solving skills&lt;br&gt;Uses math operations and numbers in everyday experiences to solve real-world and mathematical problems</td>
<td><strong>Mathematical Reasoning</strong>&lt;br&gt;Plays, expands and adapts complex games using higher-order math skills&lt;br&gt;Uses age-level math operations and numbers in everyday experience; represents mathematical relationships using equations&lt;br&gt;Models simple probabilities by displaying the outcomes for real-world and mathematical problems&lt;br&gt;Demonstrates proficiency with making reasonable mathematical estimates</td>
</tr>
</tbody>
</table>
DOMAIN V: Cognitive Development

COMPONENT: Mathematical and Logical Thinking

SOME PRACTITIONER STRATEGIES for promoting mathematical and logical thinking

Provide age-appropriate enrichment activities that support formal learning

Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning

Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

Number Concepts and Operations

■ Provide opportunities for counting that relate to real life activities and concrete objects

■ Provide opportunities for children and youth to practice their understanding of whole numbers and fractions

■ Provide opportunities for children and youth to practice the math operations they are learning in formal schooling

Patterns and Relationships

■ Provide opportunities for children and youth to compare, sort and classify objects based on attributes or characteristics of objects

■ Provide materials for children and youth to use in making patterns and designs that represent interesting and increasingly complex relationships

Spatial Relationships and Geometry

■ Provide 2- and 3-dimensional shapes and building materials for children and youth to use their spatial skills and knowledge to identify, explore, manipulate or make models or other displays

■ Provide art or construction materials that allow children and youth to examine or reproduce spatial concepts such as symmetry, repetition and balance

Measurement and Telling Time

■ Provide opportunities for children and youth to practice and use their knowledge of time using minutes, hours, days, weeks, months and years

■ Provide opportunities for children and youth to practice using the correct tools and units to measure length, time, temperature, weight, volume and money

Mathematical Reasoning

■ Provide opportunities for children and youth to apply their math knowledge and logical thinking skills to real-life, everyday problems and situations

■ Provide opportunities for children and youth to practice their skills and knowledge in interpreting and displaying data: patterning, graphs, categorizing
DOMAIN V: Cognitive Development

COMPONENT: Scientific Thinking and Problem-solving

INDICATORS of development of scientific thinking and problem-solving

**Inquiry Skills**
- Seeks information through active exploration and investigation
- Uses tools and technology to gather information
- Uses analytical skills to explain and interpret data

**Physical, Earth and Space Science**
- Identifies, describes and compares properties of objects
- Explores and examines materials of the earth
- Observes and describes changes in the earth, sky, seasons and weather

**Life Science**
- Observes and describes characteristics and life cycles of living things
- Begins to understand the relationships between living things and own environment

EXAMPLES of behaviors that show development of scientific thinking and problem-solving

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiry Skills</strong></td>
<td><strong>Inquiry Skills</strong></td>
<td><strong>Inquiry Skills</strong></td>
</tr>
<tr>
<td>Uses communication and reasoning to solve problems and explain solutions</td>
<td>Understands that science is a tool practiced throughout the world</td>
<td>Understands that communication is essential in science and in knowing about the world</td>
</tr>
<tr>
<td>Raises questions about the natural world, makes careful observations and seeks answers</td>
<td>Understands that the nature of scientific investigations is to raise questions and seek answers about the natural world through careful observations</td>
<td>Understands that the process of scientific inquiry is to systematically investigate the natural world</td>
</tr>
<tr>
<td>Observes and discusses changes seen in own world</td>
<td></td>
<td>Recognizes that science and technology involve different kinds of work and engage people of all backgrounds</td>
</tr>
</tbody>
</table>
**EXAMPLES of behaviors that show development of scientific thinking and problem-solving**

| Ages 5 to 6  
(K - 1st grade) | Ages 7 to 9  
(2nd - 3rd grades) | Ages 10 to 12  
(4th - 6th grades) |
|-----------------|-------------------|-------------------|
| **Physical, Earth and Space Science**  
Uses observation and investigation to understand the cycles of weather and seasonal changes  
Understands the changes that occur in the sky over 24 hours  
**Life Science**  
Understands that people have five senses that can be used to learn about living things and the environment  
Understands that the body is made up of parts  
Understands that there are living and non-living things  
Observes plant and animal cycles and is beginning to understand about life and death | **Physical, Earth and Space Science**  
Understands seasons and corresponding weather patterns  
Understands that objects can be sorted and classified based on properties such as sound and light  
Recognizes basic materials that make up the planet Earth  
Understands the characteristics and relationship of objects in the solar system  
**Life Science**  
Recognizes that human beings have basic needs  
Understands that some characteristics are inherited and others are the result of the individual's interaction with his or her environment  
Recognizes that plants and animals have life cycles with different structures and functions  
Understands that organisms live in different environments and their patterns of behavior are related to their environment | **Physical, Earth and Space Science**  
Explores the structures and functions of Earth systems  
Understands patterns and movements of planets and stars  
Understands and investigates environmental issues  
Understands about the physical science of motion, simple machines and gravity  
Explores chemical reactions and energy  
**Life Science**  
Understands that organisms are composed of cells  
Understands about the human body's functions and systems  
Understands that populations change over time  
Understands that matter and energy flow into, out of and within a biological system |
DOMIAN V: Cognitive Development

COMPONENT: Scientific Thinking and Problem-solving

SOME PRACTITIONER STRATEGIES for promoting scientific thinking and problem-solving

Provide age-appropriate enrichment activities that support formal learning

Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning

Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

Provide opportunities for children and youth to work together in promoting the skills necessary for scientific thinking and problem-solving

Inquiry Skills

■ Provide opportunities for children and youth to see and experience how science helps inform us about the world

■ Provide opportunities for children and youth to practice their observation and recording skills to ask questions and interpret the natural world

Physical, Earth and Space Science

■ Provide opportunities for children and youth to observe, report and record daily weather and seasonal changes

■ Provide practice in sorting and classifying objects based on properties and attributes

■ Provide opportunities for children and youth to explore the characteristics of Earth and the solar system

■ Provide opportunities for explore chemistry

Life Science

■ Provide opportunities and activities that explore the relationships between living things and their environment

■ Provide opportunities for children and youth to explore the life cycles of animals and plants

■ Provide opportunities for children and youth to explore the characteristics and life cycle of the human body
## Domain V: Cognitive Development

### Component: Social Systems Understanding

#### Indicators of development of social systems understanding

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family</strong></td>
<td><strong>Family</strong></td>
<td><strong>Family</strong></td>
</tr>
<tr>
<td>Understands the roles of family members</td>
<td>Understands how families support each other today and in earlier times</td>
<td>Appreciates the different ways families both change and remain the same over time</td>
</tr>
<tr>
<td>Defines “family,” including many variations, structures and compositions</td>
<td>Begins to understand that economic choices are necessary in life</td>
<td>Demonstrates chronological thinking through detailing family history</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognizes various roles and responsibilities within different families</td>
</tr>
</tbody>
</table>

#### Examples of behaviors that show development of social systems understanding

(These are examples of behaviors of children and youth with an average statistics range. All children and youth develop on an individual course based on their physical, mental and cognitive status, as well as social and environmental factors.)

- **Family**
  - Understands the roles and relationships of family and family members
  - Recognizes similarities and differences between individuals, families and cultures

- **Community**
  - Understands some of the roles and functions of community members
  - Understands some of the reasons for rules and laws in the community and nation
  - Understands some of the functions of government

- **World**
  - Recognizes the interrelationships between countries, cultures and languages in the world
  - Identifies important people, places and events in the past and present
  - Shows understanding of how technology affects people’s lives at different times and places

- **Directional Understanding and Map Skills**
  - Uses directional and positional words to locate and describe people, places and things
  - Uses tools such as maps and globes to locate people, places and things
**EXAMPLES** of behaviors that show development of social systems understanding

<table>
<thead>
<tr>
<th>Ages 5 to 6</th>
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<th>Ages 10 to 12</th>
</tr>
</thead>
<tbody>
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<td>(4th - 6th grades)</td>
</tr>
</tbody>
</table>

**Community**
- Understands the roles of various community members
- Begins to understand the responsibility of community members to their community
- Begins to understand about rules and laws and why we have them

**World**
- Begins to learn about the early inhabitants and the immigrants who settled in North America
- Begins to know about the people who are native to North America and those who came later

**Directional Understanding** and Maps
- Begins to use directional and positional words to locate and describe people, places and things
- Identifies simple landforms and waterways on a map
- Uses and creates maps to locate people, places and things in his or her community or neighborhood

**Community**
- Begins to understand civic values and rights and the importance of our participation in civic duties
- Understands the basic role and function of government, rules and laws and why we have them
- Knows key symbols, songs and locations that represent our nation and state

**World**
- Recognizes cultures, people and events that made significant contributions to history
- Understands the economic relationship between consumers and producers

**Directional Understanding** and Maps
- Uses directional and positional words to locate and describe people, places and things including use of the cardinal directions: north, south, east, west
- Demonstrates specific geographical knowledge including landforms and waterways
- Uses and creates maps and globes to locate people places and things

**Community**
- Has age-appropriate knowledge about key historical figures and specific issues relevant to specific periods of time
- Understands about civic values and rights and the importance of participation in civic duties
- Understands the role of government, rules and laws and why we have them

**World**
- Demonstrates knowledge of the diverse American Indian nations and immigrants and refugees settling in North America
- Knows about the different continents, peoples of different countries and attributes of their civilizations
- Understands how people are connected to each other and the environment
- Describes common geographical features and attributes

**Directional Understanding** and Maps
- Understands how to locate major Minnesota ecosystems, topographic features, continental divides, river valleys and cities on maps
- Uses maps and globes to demonstrate specific and increasingly complex geographic knowledge
- Understands how to follow directions on a map
## Domain V: Cognitive Development

### Component: Social Systems Understanding

**Some Practitioner Strategies** for promoting social systems understanding

<table>
<thead>
<tr>
<th>Provide age-appropriate enrichment activities that support formal learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning</td>
</tr>
<tr>
<td>Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Family</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide an environment of respect for all family variations, structures and compositions</td>
</tr>
<tr>
<td>Provide opportunities for children and youth to explore and define family member roles and responsibilities</td>
</tr>
<tr>
<td>Provide opportunities for children and youth to explore how families work and play together</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Community</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for children and youth to explore and define roles in the community</td>
</tr>
<tr>
<td>Provide opportunities for children and youth to practice their understanding of laws, government and the democratic process</td>
</tr>
<tr>
<td>Provide opportunities for children and youth to practice their knowledge and understanding of their community, the state of Minnesota and the United States of America</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>World</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support children and youth in their understanding of the people who were native to North America</td>
</tr>
<tr>
<td>Support children and youth in their understanding of the early immigrants who settled in North America</td>
</tr>
<tr>
<td>Support for children and youth who are physically, cognitively and mentally different who are neighbors and friends</td>
</tr>
<tr>
<td>Provide opportunities for children and youth to explore the different cultures, peoples and events that made significant contributions to history</td>
</tr>
<tr>
<td>Support children and youth in their understanding and knowledge of their personal heritage</td>
</tr>
<tr>
<td>Provide opportunities for children and youth to identify land formations, waterways and bodies of water</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Directional Understanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for children and youth to practice using directional and mapping skills to locate people, places and things</td>
</tr>
<tr>
<td>Provide opportunities for children and youth to explore different landforms and waterways</td>
</tr>
<tr>
<td>Provide opportunities for children and youth to practice creating maps to locate people, places and things</td>
</tr>
</tbody>
</table>
The physical wellbeing of the child impacts his or her ability to learn and grow, to develop in a positive and healthy manner and to interact in the world around them. The emphasis of this domain is the physical health and wellbeing of the school-age child. The components address gross motor development, fine motor development, healthy habits, safe behavior and overall wellbeing.

An Individual Health Plan, Section 504 Plan, Individual Family Service Plan or Individual Education Program Plan for individual children and youth will provide additional guidance and direction about strategies.
DOMA IN VI: Physical Development and Health

Purpose: To develop skills to live a safe, healthy, fit and productive life

Physical Development and Health Components:
  - Gross Motor Development
  - Fine Motor Development
  - Health and Well-being

CASE STUDIES:

<table>
<thead>
<tr>
<th>Ages 5 to 6</th>
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<th>Ages 10 to 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(K - 1st grade)</td>
<td>(2nd - 3rd grades)</td>
<td>(4th - 6th grades)</td>
</tr>
<tr>
<td>Samantha played very hard outside, climbing on the equipment. When she came in, she chose to sit quietly in the book nook and read a book. After about fifteen minutes of resting quietly, Samantha was ready to join a more active activity.</td>
<td>Addison doesn’t like playing games in the gym but she does enjoy running, climbing and kicking the ball through an obstacle course her friends made. She is excited to play again tomorrow because she gets to help design the next obstacle course.</td>
<td>Colin was really interested in healthier eating habits. In his after-school enrichment program, he put together a booklet where he monitored what he ate for a week. Then he compared it to the food pyramid poster to see how healthily he was eating. He realized that he needed to eat more fruits and vegetables and made some plans with his family to meet that goal.</td>
</tr>
</tbody>
</table>
### DOMAIN VI: Physical Development and Health

#### COMPONENT: Gross Motor Development

#### INDICATORS of gross motor development

<table>
<thead>
<tr>
<th>Ages 5 to 6 (K - 1st grade)</th>
<th>Ages 7 to 9 (2nd - 3rd grades)</th>
<th>Ages 10 to 12 (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows appropriate increasing ability in gross motor eye-hand coordination and body movement</td>
<td>Demonstrates increasing large muscle control and coordination in hand, leg and body movements</td>
<td>Participates in more complex activities exhibiting body movement and coordination.</td>
</tr>
<tr>
<td>Demonstrates coordination in such activities as throwing, catching, balancing, riding a bike and jumping</td>
<td>Demonstrates increasing skill in gross motor tasks such as running, kicking, catching, balancing and playing sports le, places and things</td>
<td>Demonstrates the ability to assess, plan and execute appropriate gross motor tasks</td>
</tr>
<tr>
<td>Shows ability to maintain balance while moving, bending, twisting or carrying objects</td>
<td>Demonstrates speed and accuracy during running, climbing, throwing, kicking and catching activities</td>
<td>Shows confidence in a wide variety of physical activities</td>
</tr>
<tr>
<td>Participates in playground in activities and uses equipment requiring balance and control</td>
<td>Moves with speed and agility while participating in games and sports</td>
<td>Uses physical strength, skill and stamina to accomplish tasks and projects</td>
</tr>
<tr>
<td>Moves to music in a coordinated way while using simple dance steps</td>
<td>Shows ability to change directions and dodge obstacles when running or playing</td>
<td>Participates in organized sports and activities that require coordination of a number of motor skills</td>
</tr>
</tbody>
</table>

#### EXAMPLES of behaviors that show development of gross motor development

- Shows appropriate increasing ability in gross motor eye-hand coordination and body movement
- Demonstrates coordination in such activities as throwing, catching, balancing, riding a bike and jumping
- Shows ability to maintain balance while moving, bending, twisting or carrying objects
- Participates in playground in activities and uses equipment requiring balance and control
- Moves to music in a coordinated way while using simple dance steps
SOME PRACTITIONER STRATEGIES for promoting gross motor development

Provide age-appropriate enrichment activities that support formal learning

Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning

Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

- Provide opportunities for children and youth to choose active and quiet activities
- Provide adequate time, space, materials and equipment so that children and youth can explore, practice and expand upon their gross motor skills
- Provide adequate space and opportunities for gross motor activities both inside and outside
- Provide opportunities for participation in sports and other organized physical activities
- Encourage participation in physical activities under a variety of conditions and in different places
- Combine physical activities with other learning projects and activities, such as nature study, field trips and science experiments
- Provide safe, healthy and environmentally clean areas for gross motor activities
- Involve children and youth in gardening, lawn care and other outdoor chores and responsibilities
- Provide protective equipment for the children and youth appropriate to their size, age, varying abilities and gender
- Provide a variety of activities and materials, including adaptations, that address interests and physical and cognitive abilities of the children and youth in your care
- Understand and provide for individual abilities, adaptations and skills in gross motor development

**DOMAIN VI: Physical Development and Health**

**COMPONENT: Fine Motor Development**

**INDICATORS of fine motor development**

- Demonstrates increasing small muscle control and coordination in eye, hand and body movements
- Demonstrates increasing skill development in fine motor tasks such as dressing, writing, cutting, keyboarding and using a variety of tools

**EXAMPLES of behaviors that show development of fine motor development**

<table>
<thead>
<tr>
<th>Ages 5 to 6  (K - 1st grade)</th>
<th>Ages 7 to 9  (2nd - 3rd grades)</th>
<th>Ages 10 to 12  (4th - 6th grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops strength and control in fine motor eye-hand coordination to accomplish everyday tasks</td>
<td>Shows increasing ability, strength and control in fine motor eye-hand coordination as needed for writing, drawing, painting and other tasks</td>
<td>Uses tools creatively with confidence and control to work in different media such as graphics, pottery, wood-working and fiber arts</td>
</tr>
<tr>
<td>Demonstrates fine motor skills such as cutting, tying shoes, printing and buttoning</td>
<td>Demonstrates increased proficiency in fine motor skills such as cutting, printing, keyboarding and use of tools</td>
<td>Shows proficiency in using fine motor skills, tools and technology to accomplish more complex projects</td>
</tr>
<tr>
<td>Uses a variety of fine motor skills to accomplish tasks or complete projects</td>
<td>Shows strength and dexterity in using hands and fingers to make more complicated objects or projects</td>
<td>Shows speed and accuracy in doing fine motor tasks as part of a larger project or activity</td>
</tr>
<tr>
<td>Combines several fine motor skills to make or build structures or models</td>
<td>Combines use of eye-hand coordination with other fine motor skills to create products</td>
<td>Uses a variety of measuring tools effectively that combine fine motor skills with knowledge of science and math</td>
</tr>
</tbody>
</table>
DOMA

IN VI: Physical Development and Health

COMPONENT: Fine Motor Development

SOME PRACTITIONER STRATEGIES for promoting fine motor development

Provide age-appropriate enrichment activities that support formal learning

Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning

Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

- Provide adequate time, space, materials, tools and equipment so that children and youth can explore, practice and expand upon their fine motor skills
- Provide opportunities for children and youth to use a variety of different fine motor skills to accomplish a project
- Encourage children and youth to use their fine motor skills, such as writing or drawing, to describe their learning in other areas
- Provide a variety of activities and materials, including adaptations, that address the interests and abilities of the children and youth in your care
- Provide environmentally safe materials safe and healthy materials for fine motor activities (e.g., lead-free, age-appropriate, etc.)
- Provide a variety of manipulative materials and activities for play and exploration
DOMAIN VI: Physical Development and Health

COMPONENT: Health and Well-being

INDICATORS of development of health and well-being

- Demonstrates healthy living practices such as healthy eating and understanding nutrition, physical fitness, personal hygiene, bathing, hair care, hand-washing, oral care, adequate sleep, and reduced at-risk behaviors
- Demonstrates media awareness (healthy use of television, movies and video games)
- Asks questions regarding topics such as am I normal, body changes and differences, bullying behaviors, weight, smoking, and other potentially at-risk behaviors
- Identifies and demonstrates personal safety practices
- Identifies and demonstrates simple emergency procedures
- Progresses in the development of a positive self-concept and body image

EXAMPLES of behaviors that show development of health and well-being

<table>
<thead>
<tr>
<th>Ages 5 to 6</th>
<th>Ages 7 to 9</th>
<th>Ages 10 to 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(K - 1st grade)</td>
<td>(2nd - 3rd grades)</td>
<td>(4th - 6th grades)</td>
</tr>
<tr>
<td>Knows what foods are good for healthy development</td>
<td>Shows understanding of the need for a balanced, nutritional diet based on the food pyramid</td>
<td>Practices good eating and health habits</td>
</tr>
<tr>
<td>Learns to pace self between active and quiet activities</td>
<td>Participates in a variety of physical activities</td>
<td>Values physical activity for personal health and enjoyment</td>
</tr>
<tr>
<td>Shows awareness of personal hygiene</td>
<td>Begins to understand the need for appropriate personal hygiene</td>
<td>Demonstrates responsibility for personal hygiene needs</td>
</tr>
<tr>
<td>Follows safety rules with adult supervision</td>
<td>Follows safety rules without adult supervision</td>
<td>Understands the reason for safety rules</td>
</tr>
<tr>
<td>Understands that some practices and behaviors may be harmful or dangerous</td>
<td>Begins to understand the implications and consequences of participating in personally harmful or dangerous behaviors</td>
<td>Chooses to avoid personally harmful, dangerous and risky behaviors</td>
</tr>
<tr>
<td>Knows how to get adult help in emergency situations</td>
<td>Demonstrates simple emergency help procedures with adult guidance</td>
<td>Demonstrates simple emergency help procedures with minimal adult guidance</td>
</tr>
<tr>
<td>Displays a positive outlook regarding own body</td>
<td>Displays a positive outlook regarding own body and those of peers</td>
<td>Demonstrates confidence with body image</td>
</tr>
<tr>
<td>Recognizes gender differences or preferences</td>
<td>Understands that body image can affect emotions</td>
<td>Recognizes that body image can have a positive or negative impact on emotions and behavior</td>
</tr>
<tr>
<td>Recognizes need for privacy for self and others</td>
<td>Develops body awareness regarding own body and the need for privacy</td>
<td>Shows curiosity regarding changes in body and seeks accurate information</td>
</tr>
</tbody>
</table>
DOMAiN VI: Physical Development and Health

COMPONENT: Health and Well-being

SOME PRACTITIONER STRATEGIES for promoting health and well-being

Provide age-appropriate enrichment activities that support formal learning
Provide enrichment activities that support the Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP), and Individual Education Plan (IEP) regarding formal learning
Adapt activities, materials and equipment to meet the needs, abilities and cultures of individual children

Provide opportunities for children and youth to choose active and quiet activities
Provide activities and opportunities for children and youth to learn about health and healthy habits such as:
- health and sanitation practices
- good nutrition
- fitness activities
- self-concept
- emergency procedures
- bullying/anti-bullying
- sleep and rest
- helmets
- recycling

Provide a safe and healthy environment for the children and youth through program adherence to state and local regulations
Provide an environment that accommodates and is safe for children and youth with varying abilities
Provide opportunities for children and youth to learn about personal safety issues such as:
- physical abuse and neglect
- emotional abuse
- sexual abuse
- chemical and substance abuse
- use of proper safety equipment for all winter and summer activities (biking, skateboarding, ice-skating, sledding and roller-blading)
- tobacco control act
- fire safety

Provide opportunities and activities for children and youth to learn about basic health and safety rules such as:
- hand-washing
- immunizations
- covering their cough
- My Plate and USDA guidelines
- food preparation
- use of sharp objects
- use of helmets
- environmental safety
- Universal/Standard Precautions

Provide opportunities for children and youth to learn about, understand and discuss positive, healthful-living strategies (healthy eating, exercise or physical activity, sleep, hand washing, recycling)

Foster an environment of anti-bullying that sets the example of anti-bullying.

Provide opportunities for children and youth to learn about and discuss their concerns about growing up and adolescent needs for children and youth with all abilities

Encourage children and youth (as they are able) to develop independent behavior regarding self-help and real-life skills

Provide support for children and youth with limited physical and cognitive abilities in activities of daily living as needed or as written in their Individual Health Plan (IHP), Section 504, Individual Family Service Plan (IFSP) or Individual Education Plan (IEP)
Summary of School-age Indicators of Progress

I. Social and Emotional Development

A. Emotional Development
   1. Exhibits competence in exploring, recognizing, understanding and describing own emotions
   2. Identifies and responds to the emotions and feelings of others
   3. Demonstrates effective self-regulation of own behavior
   4. Understands consequences for actions and behavior
   5. Acquires various strategies for becoming resilient in times of trauma and stress

B. Self-concept
   1. Displays growing confidence in abilities, skills, talents and preferences
   2. Exhibits a positive self-concept through displaying confidence, self-direction and independence
   3. Demonstrates awareness and knowledge of self including gender, gender roles, culture and community
   4. Expresses awareness of similarities and differences among peers
   5. Acknowledges personal views and values

C. Social Competence and Relationships
   1. Demonstrates effective social and interpersonal skills with adults
   2. Demonstrates effective social and interpersonal skills with peers
   3. Displays appropriate behavior when interacting in a group
   4. Shows awareness of the rights and needs of others
   5. Shows respect for all people, cultures and communities
   6. Uses effective conflict resolution practices

II. Approaches to Learning

A. Interest in Learning
   1. Expresses interest and excitement in learning new things
   2. Displays comfort with exploring and discovering new things
   3. Exhibits curiosity regarding own world and the people in it
   4. Demonstrates new learning through play experiences
   5. Demonstrates an interest in the world around them and how they interact with it

B. Learning Strategies
   1. Demonstrates problem-solving skills through play and daily activities
   2. Exhibits persistence through play and the planning of short- and long-term projects
   3. Demonstrates risk-taking by trying new activities
   4. Develops skills in differentiating between fact and fantasy
   5. Uses creativity to invent new ways to solve problems and explore objects

C. Reflective Learning Practices
   1. Demonstrates increased understanding of the consequences for behavior
   2. Makes independent decisions based on interests, learning and experiences
   3. Sets personal goals based on learning and experiences
   4. Demonstrates growing skill in organizing and remembering information
   5. Demonstrates growing ability to identify harmful practices
### III. Language and Literacy Development

**A. Listening**
1. Listens for meaning and comprehension
2. Understands verbal and non-verbal communication
3. Follows verbal and/or written directions that involve a series of actions
4. Understands increasing number and complexity of words
5. Listens to others’ ideas and points of view

**B. Speaking**
1. Demonstrates ability to use language to express feelings and convey ideas
2. Shows increasing ability to articulate needs
3. Understands and uses different types of language such as jokes, stories, factual reports
4. Uses language for a variety of purposes
5. Demonstrates growing skill in using language to resolve conflicts and settle differences

**C. Reading**
1. Shows interest in books and reading
2. Exhibits enjoyment in having stories read to them
3. Develops ability to read to themselves
4. Chooses written material according to interest and need
5. Demonstrates age-level skill in reading
6. Uses a variety of strategies to gain meaning from books and other print media

**D. Writing**
1. Demonstrates increased proficiency in using written language to express thoughts, ideas, tell a story or report facts
2. Shows increasing competency in the mechanics of writing
3. Uses writing tools with increasing skill
4. Demonstrates increased ability to use keyboarding skills

### IV. Creativity and the Arts

**A. Creating**
1. Demonstrates the fundamental knowledge and techniques needed to create and perform
2. Participates in creating and/or performing dance and movement, theater and drama, music and song, and the visual arts, including drawing, painting, sculpture, printmaking, design, photography, video and filmmaking
3. Integrates cultural aspects into different forms of creative expression
4. Expresses feelings and experiences in the creative process

**B. Responding**
1. Understands the processes used in creating and performing dance and movement, theater and drama, music and song, and the visual arts, including drawing, painting, sculpture, printmaking, design, photography, video and filmmaking
2. Demonstrates understanding of cultural contributions in each of the artistic disciplines
3. Discusses personal experiences in creating and performing
4. Integrates feelings and experiences into own works of art

**C. Evaluating**
1. Evaluates the arts using fundamental knowledge and understanding
2. Examines cultural contributions in each of the artistic disciplines of dance and movement, theater and drama, music and song, and the visual arts, including drawing, painting, sculpture, printmaking, design, photography, video and filmmaking
3. Expresses personal opinions related to creating and performing Demonstrates ability to evaluate works of art created by self or others
V. Cognitive Development

A. Mathematical and Logical Thinking
   Number Concepts and Operations
   1. Shows understanding of number and quantity
   2. Understands basic mathematical operations
   Patterns and Relationships
   3. Makes, copies and extends patterns
   4. Sorts, orders and classifies objects on the basis of several attributes
   Spatial Relationships and Geometry
   5. Recognize attributes of and relationships among shapes
   6. Solves problems using spatial relationships
   Measurement and Telling Time
   7. Compares and describes objects using attributes that can be measured
   8. Uses simple tools and techniques to estimate and measure
   9. Shows understanding of time concepts
   Mathematical Reasoning
   10. Uses math concepts and strategies to solve problems
   11. Collects, records and explains data using math concepts

B. Scientific Thinking and Problem-solving
   Inquiry Skills
   1. Seeks information through active exploration and investigation
   2. Uses tools and technology to gather information
   3. Uses analytical skills to explain and interpret data
   Physical, Earth and Space Science
   4. Identifies, describes and compares properties of objects
   5. Explores and examines materials of the earth
   6. Observes and describes changes in the earth, sky, seasons and weather
   Life Science
   7. Observes and describes characteristics and life cycles of living things
   8. Begins to understand the relationships between living things and own environment

C. Social Systems Understanding
   Family
   1. Understands the roles and relationships of family and family members
   2. Recognizes similarities and differences between individuals, families and cultures
   Community
   3. Understands the roles and functions of community members
   4. Understands some of the reasons for rules and laws in the community and nation
   5. Understands some of the functions of government
   World
   6. Recognizes the interrelationships between countries, cultures and languages in the world
   7. Identifies important people, places and events in the past and present
   8. Shows understanding of how technology affects people’s lives at different times and places
   Directional Understanding and Map Skills
   9. Uses directional and positional works to locate and describe people, places and things
   10. Uses tools such as maps and globes to locate people, places and things
VI. Physical Development and Health

A. Gross Motor Development
1. Demonstrates increasing large muscle control and coordination in hand, arm, leg and body movements
2. Demonstrates increasing skill in large muscle tasks such as running, kicking, catching, balancing and playing sports

B. Fine Motor Development
1. Demonstrates increasing small muscle control and coordination in eye, hand and body movements
2. Demonstrates increasing skill in small muscle tasks such as dressing, writing, cutting, keyboarding and using a variety of tools

C. Health and Well-being
1. Demonstrates healthy living practices such as healthy eating, physical fitness, personal hygiene, bathing, hair care, hand-washing, oral care, adequate sleep and reduced at-risk behaviors
2. Demonstrates media awareness (healthy use of television, movies and video games)
3. Asks questions regarding topics such as am I normal, body changes and differences, bullying behaviors, weight, smoking and other at-risk behaviors
4. Identifies and demonstrates personal safety practices
5. Identifies and demonstrates simple emergency procedures
6. Progresses in the development of a positive self-concept and a positive body image
References and resources


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