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## Title 28 EDUCATION

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## Title

# Part LXXVII. Bulletin 105—Louisiana Content Standards for Programs Serving Four-Year Old Children

## Chapter 1. General Provisions

### §101. Introduction

A. *The Louisiana Content Standards for Programs Serving Four-Year-Old Children* document was developed by a committee of educators from across the state. The committee consisted of representatives of higher education institutions, technical colleges, childcare, Head Start, Department of Social Services, and the Department of Health and Hospitals, as well as representatives from local school system administrators and classroom teachers. The standards were designed to address the needs of all children in all settings. There are a number of principles that guided the development of the document. [These *Guiding Principles* were reprinted with permission from the Connecticut State Department of Education Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs (May 1999).]

1. Early learning and development are multidimensional; developmental domains are highly interrelated. Development in one domain influences the development in other domains. For example, children's language skills impact their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation of each other. The dynamic interaction of all areas of development must be considered.

2. Young children are capable and competent. All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children.

3. There are individual differences in rates of development among children. Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require program staff to adapt expectations of individual children or adapt experiences so that they will be successful in attaining the performance standard. Additionally, each child is raised in a cultural context that may impact a child's acquisition of certain skills and competencies.

4. Children will exhibit a range of skills and competencies in any domain of development. Preschool age children will exhibit a range of skills and competencies in any area of development. All children within an age group should not be expected to master each skill to the same degree of proficiency at the same time.

5. Knowledge of child growth and development and consistent expectations are essential to maximize educational experiences for children and for program development and implementation. Early care and education

program staff must agree on what it is they expect children to know and be able to do, within the context of child growth and development. With this knowledge, early childhood staff can make sound decisions about appropriate curriculum for the group and for individual children.

6. Families are the primary caregivers and educators of their young children. Families should be aware of programmatic goals and experiences that should be provided for children and expectations for children's performance by the end of the preschool years. Program staff and families should work collaboratively to ensure that children are provided optimal learning experiences. Programs must provide families with the information they may need to support children's learning and development.

7. Young children learn through active exploration of their environment through children-initiated and teacher-selected activities. The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their own understanding about the world around them. There should therefore be a range of approaches to maximize children's learning.

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### §103. Louisiana Content Standards Foundation Skills

A. The Louisiana Content Standards Task Force has developed the following foundation skills, which should apply to all students in all disciplines.

*Citizenship*—the application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

*Communication*—a process by which information is exchanged and a concept of "meaning" is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, speaking, listening, viewing, and visually representing.

*Linking and Generating Knowledge*—the effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. "Transfer" refers to the ability to apply a strategy or in-content knowledge effectively in a setting or context other than that in which it was originally learned. "Elaboration" refers to monitoring, adjusting, and expanding strategies into other contexts.

*Problem-Solving*—the identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision-making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.

*Resource Access and Utilization*—the process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.

NOTE: These foundation skills were developed by the Louisiana Content Standards Task Force in 1997. This task force developed the State Standards for Curriculum Development for kindergarten through grade 12.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2314 (November 2003).

### **§105. Information Literacy Model for Lifelong Learning**

A. Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy, the ability to recognize an information need and then locate, evaluate, and effectively use the needed information, is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners, who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all

levels can apply to help students become independent lifelong learners.

1. *Defining/Focusing*. The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.

2. *Selecting Tools and Resources*. After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.

3. *Extracting and Recording*. Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.

4. *Processing Information*. After recording information, students must examine and evaluate the data in order to utilize the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. *Organizing Information*. Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.

6. *Presenting Findings*. Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyper stack).

7. *Evaluating Efforts*. Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and other qualified or interested resource persons.

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### **§107. Definitions**

*Accommodations*—changes in the curricular material and experiences to accommodate a child's particular needs. Adaptations are not intended to alter the difficulty of the skill or area of development addressed. Such adaptations may enable children with disabilities to have experiences similar to those of their peers.

*Child-Initiated Activities*—children are able to select their own centers, activities, materials, and companions, and are able to manage their own play independently. There is adult interaction in response to the children's developmental needs, as well as to introduce and reinforce concepts. This is also called *free play*. (Note: When children are assigned to

centers by staff or the staff selects the activities, materials, etc., for the children, this *is not* considered a child-initiated or free play activity.)

*Concrete Hands-On Learning Experiences*—learning experiences that emphasize choice, free exploration, interaction, and authenticity within a relevant and meaningful context. Such experiences emphasize the development of children's thinking, reasoning, decision-making and problem-solving abilities. Curriculum areas and skills are integrated in the context of the learning activities and experiences as opposed to being taught in isolation.

*Content Practice Standards*—describes the broad outcomes that children should achieve through a high-quality preschool experience. Each Content Practice Standard is aligned with the Louisiana K-4 Content Standards and other relevant state and national standards.

*Developmental Profile*—specifies what most preschool children should be able to know and be able to do by the end of their preschool experiences.

*Developmentally Appropriate Practice*—quality care and education of young children based on:

1. knowledge of how children develop and learn. This includes information about ages and stages of development as well as what materials, activities and interactions are important for each;
2. knowledge of the individual child, including disabilities; and
3. knowledge about the social, cultural and familial cultural context in which children are growing up.

*Domain*—describe the aspect of development for each standard. content areas are specified for each domain.

*Early Childhood Environment Rating Scale-Revised (ECERS-R)*—a reliable and valid research based program quality assessment instrument. This scale is designed for use in classrooms serving children 2 1/2 to 5 years of age. It is used to evaluate classroom environment as well as programmatic and interpersonal features that directly affect children and adults in the early childhood setting. The seven sub-scales of the ECERS-R include: *Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interactions, Program Structure, and Parents and Staff.*

*Emerging Skills*—skills or abilities, which are not shown as being mastered but are present in a modified or limited form. Attention to emerging skills allows teachers to assess the developmental process and progress of students. Additionally, a focus on emerging skills is important in the planning of the environment and activities to facilitate development of skills.

*Examples*—tips on how to structure the curriculum and environment to assist a child's optimal performance.

*Free Play*—see Child-Initiated Activity.

*Grapheme*—the smallest part of *written* language that represents a phoneme in the spelling of a word.

*Head Start Child Outcomes Framework*—this framework is intended to guide Head Start Programs in the ongoing assessment of the progress and accomplishments of children. The eight general Domains serve as building blocks that are important for school success. The domains include: Language Development, Literacy, Mathematics, Science, Creative Arts, Social and Emotional Development, Approaches to Learning and Physical and Health Development.

*Head Start Performance Standards*—these standards used in Head Start Programs are based on sound child development principles about how children grow and learn. The varied experiences provided by the program support the continuum of children's growth and development in all domains.

*Indicators*—define a Content Practice Standard more specifically so that it can be measured. Each indicator is coded by domain, content area and skill. For example, PK-CM-N1 means Pre-Kindergarten-Cognitive Math-Number 1.

*Interest Center*—an area in the classroom used during free play/ child-initiated activities. In each area, the materials are organized by type and are stored so that they are accessible to the children, shelves have picture/word labels, and the area is appropriately furnished. Interest centers can also be established outdoors.

*Louisiana Literacy Profile*—provides teachers of children in grades K-3 with the means of observing and recording progress in a continuum of growth that is based on literacy behaviors. It informs instruction and promotes development of literacy behaviors.

*Manipulatives*—materials that allow children to explore, experiment, and interact by using their hands or by mechanical means. These learning materials promote dexterity and eye-hand coordination while promoting problem-solving and higher levels of critical thinking. Such items include, but are not limited to, beads and laces, puzzles, small blocks, playdoh, lacing cards, and items that can be snapped, zipped or hooked together to name a few.

*Modifications*—limiting, restricting, or altering materials, the environment or experiences without fundamentally changing the outcome or use of such. Modifications may enable children who are experiencing difficulty with a particular skill or an area of development to successfully achieve competence in these areas. Examples of modifications include offering a variety of levels of puzzles such as interlocking and pegged puzzles.

*Multisensory Experiences*—experiences that allow children to respond to physical stimuli relating to more than one of the five senses. Included in these types of experiences would be cooking activities where the senses of sight, smell, taste, touch and hearing would all be involved.

*National Association for the Education of Young Children (NAEYC)*—links to the Louisiana Content Standards for Programs Serving Four-Year Olds are related to NAEYC's Guide to Accreditation (1998) which is a compilation of self-studies designed to guide programs through the accreditation process.

*Non-Standard Units of Measurement*—methods of measurement that do not include traditional means such as rulers, scales, clocks, etc. Non-standard units of measurement allow children to explore and thus understand the concept of measurement without being tied to exact numerical data. Items such as pieces of string, rows of blocks or pencils may serve as non-standard units to measure length; balances may help promote understanding of varying weights, and picture-graphs of daily routines allow children to understand the concept of time and passage of time.

*Non-Textual Information*—information expressed through the use of pictures, symbols or icons. Such information may be used by children to process information and to create mental images symbolic of real-world situations without the use of written text.

*Onset*—this is a part of spoken language that is smaller than a syllable but larger than a phoneme. It is the initial consonant sound of a syllable (The onset of *bag* is *b-*; of *swim*, *sw-*).

*Open-Ended Questioning*—questioning that promotes a child's development as opposed to mere information gathering. This method of questioning is used to motivate children to learn, inquire about and discover their world. Open-ended questioning prompts students to think about their responses and requires a more in-depth level of critical thinking in order to respond. These questions help the student to recognize a problem, analyze contributing factors and to consider a choice of optimal solutions. Open-ended questions are characterized by the words "What if?", "How?", "What would happen if?", "Why do you think?", "Is there another way?" etc.

*Phoneme*—the smallest part of *spoken* language that makes a difference in the meaning of words.

*Phonemic Awareness*—the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words. A child who possesses phonemic awareness can segment sounds in words and blend strings of isolate sounds together to form recognizable words.

*Phonological Awareness*—a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and other onsets and rimes.

*Play-Based Environment*—a teaching-learning interactive environment through which play is the medium that children learn and make sense of their world. It provides a forum for children to learn to deal with the world on a symbolic level – the foundation for all subsequent intellectual development.

In a play-based environment, children have the opportunity to gain a variety of social, emotional and physical skills. This type of environment is in contrast to the environment where learning is compartmentalized into the traditional content areas and children have little opportunity to actively explore, experiment and interact.

*Print Concepts*—materials, activities, and props, etc. that prompt the ongoing process of becoming literate; that is, learning to read and write. Print concepts include exposure to textual information through books, stories, field trips, notes, labels, signs, chants, etc., and should be part of the emergent-literacy environment of all preschool classrooms.

*Props*—materials used throughout the classroom to extend learning in any one of the interest areas or centers. Props added to an interest center are generally placed in the area in addition to standards items. Examples of props include: puppets that correlate with stories in the library center or phone books and recipe cards in the dramatic play center. Such props allow children to engage in activities in which they can interact with other children, share and take turns, role-play and exercise their imaginations. Additionally, props added to interest centers help children accept responsibility for clean-up, break barriers for sex/culture stereotyping, and deal with age/stage personal relations.

*Rime*—the part of a syllable that contains the vowel and all that follows it (the rime of *bag* is *-ag*; of *swim*, *-im*).

*Self-help Tasks or Skills*—these skills or tasks comprise a large portion of a young child's daily living tasks and are important in all areas of development. These skills include toileting, serving and eating meals and snacks, cleaning up their environment and grooming and dressing.

*Skill Area*—defines each content area more specifically.

*Spatial Sense or Spatial Awareness*—the sense of orienting to one's environment. A sense of awareness of directionality as well as the child's relationship to self, the environment and others in that environment.

*Substantial Portion of the Day*—free play/child-initiated activities are available to the children at least one third or 35 percent of the instructional day. Example: During a 6 hour instructional day, these activities are available at least 2 hours of the instructional day.

*Syllable*—a part of a word that contains a vowel or, in spoken language, a vowel sound.

*Teacher-Directed Activity*—the activities and/or materials are chosen for the children by the teacher to engage in educational interaction with small groups and individual children as well as with the whole group. (Examples: read a story, cooking activity, or science activity.)

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# Chapter 3. Pre-Kindergarten Content Standards

## Subchapter A. General

### §301. Content Standards

A. This Section contains content standards, which are organized alphabetically into five domains of development.

1. Cognitive development:
  - a. Mathematical development;
  - b. Science development;
  - c. Social Studies development;
2. Creative Arts development;
3. Health and Physical development;
4. Language and Literacy development;
5. Social and Emotional development.

B. The five developmental domains are designed to be interdependent and must be considered as a whole when considering the development of pre-kindergarten children. Each developmental domain includes the following.

1. *Content Practice Standards*—describes the broad outcomes that children should achieve a high-quality preschool experience.

2. *Developmental Profile Indicators*—specifies what most pre-kindergarten children should be able to do by the end of their pre-kindergarten experience.

3. *Links*—Each content practice standard is aligned with the Louisiana K-4 Content Standards and other relevant state and national standards.

C. The content practice standards provide the pre-kindergarten personnel with a common understanding of what young children should know and do. It is designed to be a guide for designing and implementing a curriculum that will facilitate learning and skill acquisition in each pre-kindergarten child. Skills such as letter, numbers, shapes, colors, etc., should not be taught in isolation, but integrated throughout the curriculum.

D. The content practice standards and developmental profile indicators are based on research in developmentally appropriate practice for preschool children. In developing these standards, the *Accreditation Standards of the National Association for the Education of Young Children* (NAEYC) and the *Head Start Performance Standards* were reviewed. The *Early Childhood Environment Rating Scale, Revised Edition* (ECERS-R) was also reviewed and linked to the appropriate content practice standards.

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### §303. Developmentally Appropriate Practices

Developmentally Appropriate Practices Include:	Developmentally Appropriate Practices Do Not Include:
• Learning centers/Free choice centers	• Timed rotation/Teacher selected
• Concrete learning experiences with real items	• Workbooks or ditto sheets
• Balance of student-initiated and teacher-directed activities in instructional day	• Teacher-directed activities more than 35% of the instructional day
• Actively engaged learners	• Passive quiet learners
• Language and talking encouraged daily	• Classrooms quiet most of the day
• Cozy inviting environments	• Sterile cold environments
• Daily outdoor gross motor time/Adults interacting with the children to facilitate learning	• Recess/Adults are On Duty
• Individual creative art expressions	• Patterned art/Uniform Art projects (all look the same)
• Language/Literacy rich activities encourage phonological awareness	• Alphabet letters taught through rote drill or Letter of the week
• Hands-on math activities	• Rote drill of numbers, shapes, colors, etc.
• Use a variety of materials changed frequently to meet the needs and interests of the children	• Same materials and equipment used daily throughout the school year
• Adult-Child Interactions encourage learning through open-ended questions, extending conversations, reasoning, etc.	• Adult-Child Interactions minimal, unpleasant, non-responsive, inappropriate, or only to control behavior
• Use of TV, videos and computers related to classroom events, appropriate, limited to short periods of time and adult interaction occurs	• TV, videos, and computers not related to classroom events, used inappropriately, no alternative activities are used, and no adult interaction occurs
• Teacher uses a variety of strategies and meaningful activities to develop skills and concepts	• Teacher uses direct instruction to teach and isolates the skills and concepts
• Assessment ongoing/Portfolios used that include anecdotal records, work samples, photographs, etc.	• Isolated testing/Worksheets

NOTE: For more Developmentally Appropriate Practices refer to ECERS-R, NAEYC guidelines, and Bulletin 741.

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## Subchapter B. Mathematics

### §305. Mathematical Development

A. Young children develop mathematical concepts through meaningful and concrete experiences that are broader in scope than numerals and counting. In an inclusive, developmentally appropriate play-based environment, pre-kindergarten children will have opportunities to acquire and understand mathematical skills and concepts using hands-on experiences. They will have access to a wide variety of tools and technologies that foster the understanding of mathematics in real-life situations.

B. Early childhood teachers must be flexible during daily routines and strive to capture teachable moments using open-ended questioning techniques to expand mathematical

concepts. These teachers must also facilitate activities that address and extend young children's developmental levels.

C. Accommodations for children with special needs:

1. simplify a complicated task by breaking it into smaller parts or reducing the number of steps;
2. use shorter but more frequent activities and routines;
3. add new activities and specific activities as needed to meet individual needs.

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

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**§307. Stages of Math Development**

A. 2-3 Year-Olds:

1. begin to understand the use of numbers as they hear others using them;
2. understand the use of numbers through exploring objects;
3. work large-piece puzzles;
4. understand direction and relational words;
5. recognize geometric shapes, like a circle;
6. sequence up to three items.

B. 3-4 Year-Olds:

1. recognize and express quantities like *some*, *more*, *a lot*, and *another*;
2. begin to have a sense of time;
3. recognize familiar geometric shapes in the environment;
4. sort objects by one characteristic;
5. rote count to 5;

6. notice and compare similarities and differences;
7. use words to describe quantity, length, and size.

C. 4-5 Year-Olds:

1. play number games with understanding;
2. count objects to 10 and sometimes to 20;
3. identify the larger of two numbers;
4. answer simple questions that require logic;
5. recognize more complex patterns;
6. position words;
7. sort forms by shape;
8. compare sizes of familiar objects not in sight;
9. work multi-piece puzzles.

D. 5-6 Year-Olds:

1. begin to understand concepts represented in symbolic form;
2. can combine simple sets;
3. begin to add small numbers in their heads;
4. rote count to 100 with little confusion;
5. count objects to 20 and more;
6. understand that the number is a symbol that stands for a certain number of objects;
7. classify objects by multiple attributes;
8. can decide which number comes before, or after, another number.

Source: The Portfolio and Its Use: A Road Map for Assessment by Southern Early Childhood Association

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**§309. Cognitive Math Development**

<b>Cognitive Development</b>		
<b>Content Practice Standards</b>	<b>Developmental Profile Indicators</b>	<b>Links</b>
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Mathematical Development</b>		
<b>Number Concepts:</b>		
Understand numbers, ways of representing numbers and relationships between numbers and numerals	<p>PK-CM-N1* Compare numbers of objects Examples:</p> <ul style="list-style-type: none"> <li>• Compare objects in groups such as: shoes which tie and do not tie</li> <li>• Compare number of boys to girls</li> <li>• Compare unifix towers to each other</li> <li>• Begin to use names of numbers in play such as: "I need two more blocks."</li> </ul> <p>PK-CM-N2 Perform one-to-one correspondence Examples:</p> <ul style="list-style-type: none"> <li>• Put pegs in each hole of pegboard</li> <li>• Set the table</li> <li>• Hand out snacks to each child</li> </ul> <p>PK-CM-N3 Count by rote Examples:</p> <ul style="list-style-type: none"> <li>• Sing counting songs</li> <li>• Count in rhymes, fingerplays, poems, stories, etc.</li> </ul> <p>PK-CM-N4* Begin to count objects Examples:</p> <ul style="list-style-type: none"> <li>• Count manipulatives</li> <li>• Count days on the calendar</li> <li>• Count children to line up for field trip</li> <li>• Count the number of children present each day</li> </ul> <p>PK-CM-N5 Begin to recognize numerals Examples:</p> <ul style="list-style-type: none"> <li>• Identify some numerals in their environment</li> <li>• Discriminate between letters and numerals by sorting</li> <li>• Play number games</li> </ul> <p>PK-CM-N6 Begin to demonstrate estimation skills Examples:</p> <ul style="list-style-type: none"> <li>• Estimate how many scoops of sand will fill a pail</li> <li>• Place a small number of items in a see-through container and ask children to estimate number and record the estimate</li> <li>• Estimate how many eggs fit in a strawberry basket</li> </ul>	<p>Louisiana K-4 Content Standards: N-1-E N-9-E NAEYC Criterion: B-8, B-5d, B-7c, B-7d ECERS-R Items: 26(5.1), 26(5.4), 26(7.1), 26(7.2) Head Start Performance Standards: 1304.21 (a) (4) (iv) 1304.21 (c) (1) (ii) Head Start Child Outcomes: Domain 3</p>
*PK-CM-N -- Pre-Kindergarten – Cognitive Math – Number Concepts		
<b>Cognitive Development</b>		
<b>Content Practice Standards</b>	<b>Developmental Profile Indicators</b>	<b>Links</b>
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.

<b>Mathematical Development</b>		
<b>Measurement:</b>		
Uses non-standard units to measure and make comparisons	<p>PK-CM-M1* Experience, compare, and use language relating to time Examples:</p> <ul style="list-style-type: none"> <li>Use different types of timers</li> <li>Participate in discussions about the daily schedule</li> <li>Begin to use words to describe time intervals such as: yesterday, today, and tomorrow</li> </ul> <p>PK-CM-M2 Anticipate, remember, and describe sequences of events Examples:</p> <ul style="list-style-type: none"> <li>Recall daily schedule</li> <li>Count down days to an event</li> <li>Retell sequential events in a story and/or activity</li> </ul> <p>PK-CM-M3 Use mathematical language to describe experiences involving measurement Examples:</p> <ul style="list-style-type: none"> <li>Use comparison terms such as: heavy/light; long/short; more/less; big/little, etc.</li> </ul> <p>PK-CM-M4 Measure objects in the physical world using non-standard units of measurement Examples:</p> <ul style="list-style-type: none"> <li>Use hands to measure objects</li> <li>Use string to measure child's height or circumference of an object such as: pumpkin, watermelon, orange, etc.</li> </ul>	<p>Louisiana K-4 Content Standards: M-1-E M-2-E M-3-E M-4-E M-5-E NAEYC Criterion: B-8, B-5d, B-7c, B-7d ECERS-R Items: 26(5.1), 26(7.1), 26(7.2)</p> <p>Head Start Performance Standards: None Applicable Head Start Child Outcomes: Domain 3</p>
*PK-CM-M — Pre-Kindergarten – Cognitive Math – Measurement		
<b>Cognitive Development</b>		
<b>Content Practice Standards</b>	<b>Developmental Profile Indicators</b>	<b>Links</b>
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Mathematical Development</b>		
<b>Geometry and Spatial Sense:</b>		
Develop an understanding of geometrical and spatial concepts	<p>PK-CM-G1* Recognize, name, describe, compare, and create basic shapes. Examples:</p> <ul style="list-style-type: none"> <li>Combine unit blocks to make shapes</li> <li>Go on shape scavenger hunt</li> <li>Use shapes to make pictures</li> </ul> <p>PK-CM-G2 Identify shapes to describe physical world Examples:</p> <ul style="list-style-type: none"> <li>Identify shapes of objects in the environment such as: the classroom door is a rectangle, etc.</li> <li>Identify roof in photo of house as a triangle</li> </ul> <p>PK-CM-G3 Describe and interpret spatial sense: positions, directions, distances, and order Examples:</p> <ul style="list-style-type: none"> <li>Describe the position of people or things in relation to self or other objects</li> <li>Give and follow directions using positional words</li> <li>Describe the movement of objects such as: "The dog jumped over the fence."</li> </ul>	<p>Louisiana K-4 Content Standards: G-1-E G-2-E G-4-E NAEYC Criterion: B-8, B-5d, B-7c, B-7d ECERS-R Items: None applicable Head Start Performance Standards: 1304.21 (a) (1) (iv) Head Start Child Outcomes: Domain 3</p>
PK-CM-G — Pre-Kindergarten – Cognitive Math – Geometry and Spatial Sense		
<b>Cognitive Development</b>		
<b>Content Practice Standards</b>	<b>Developmental Profile Indicators</b>	<b>Links</b>
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.

<b>Mathematical Development</b>		
<b>Data Collection, Organization, and Interpretation:</b>		
Investigates, organizes, responds, and creates representations	PK-CM-D1* Sort and classify materials by one or more characteristics Examples: <ul style="list-style-type: none"> <li>Sort buttons by color</li> <li>Group items with common characteristics</li> <li>Return materials to shelf by matching objects to labels</li> </ul> PK-CM-D2 Collect and organize data about themselves, their surroundings, and meaningful experiences Examples: <ul style="list-style-type: none"> <li>Create simple graphs (picture, bar, representational, venn diagrams) such as: leaves by type, favorite ice cream, etc.</li> <li>Use webbing to collect information</li> </ul> PK-CM-D3 Interpret simple representations in data Examples: <ul style="list-style-type: none"> <li>Participate in discussion about the calendar</li> <li>Participate in discussion using information from child- created graphs</li> <li>Participate in discussion about charts</li> </ul>	Louisiana K-4 Content Standards: P-1-E P-2-E P-3-E D-1-E D-2-E D-3-E D-4-E NAEYC Criterion: B-5d, B-7c, B-7d, B-8 ECERS-R Items: None applicable Head Start Performance Standards: None Applicable Head Start Child Outcomes: Domain 3
PK-CM-D — Pre-Kindergarten – Cognitive Math – Data Collection, Organization, and Interpretation		
<b>Cognitive Development</b>		
<b>Content Practice Standards</b>	<b>Developmental Profile Indicators</b>	<b>Links</b>
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Mathematical Development</b>		
<b>Patterns and Relationships:</b>		
Identify and create patterns	PK-CM-P1* Recognize patterns in the physical world Examples: <ul style="list-style-type: none"> <li>Go on shape walks to identify patterns in environment</li> <li>Recognize patterns in snack kabobs</li> <li>Identify patterns on common objects such as: flag, clothes, environmental patterns, etc.</li> </ul> PK-CM-P2* Describe, copy, extend, create patterns and make predictions about patterns Examples: <ul style="list-style-type: none"> <li>Line up boy, girl, boy, girl ...</li> <li>Clap out patterns</li> <li>Make patterns with manipulatives such as: lacing beads, unifix cubes, links, etc.</li> <li>Tell what comes next in a pattern</li> <li>Create musical patterns playing music on cans</li> </ul> PK-CM-P3 Seriate objects Examples: <ul style="list-style-type: none"> <li>Place blocks in order from shortest to tallest</li> <li>Place colored bears in order from smallest to largest</li> </ul>	Louisiana K-4 Content Standards: P-1-E P-3-E NAEYC Criterion: B-8, B-5d, B-7c, B-7d ECERS-R Items: None applicable Head Start Performance Standards: 1304.21 (a) (1) (iv) Head Start Child Outcomes: Domain 3
PK-CM-P — Pre-Kindergarten – Cognitive Math – Patterns and Relationships		

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.A(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2318 (November 2003).

## Subchapter C. Science

### §311. Scientific Development

A. Young children are natural scientists. They easily become mesmerized by everyday happenings. Through varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect, and respond to open-ended questions, pre-kindergarteners make inferences and become higher-level thinkers.

B. Quality early childhood science programs require a balance of content and process, using multi-sensory experiences. In addition to science inquiry skills, pre-kindergarteners can begin to acquire a foundation of science concepts and knowledge on which they can build a clear

understanding of their world. Early childhood teachers should look for opportunities to explore scientific concepts in all content areas.

#### C. Accommodations for children with special needs:

- simplify a complicated task by breaking it into smaller parts or reducing the number of steps;
- use shorter but more frequent activities and routines;
- add new activities and specific activities as needed to meet individual needs.

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:

**§313. Cognitive Science Development**

<b>Cognitive Development</b>		
<b>Content Practice Standards</b>	<b>Developmental Profile Indicators</b>	<b>Links</b>
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Scientific Development</b>		
<b>Science As Inquiry:</b>		
Begin to engage in partial and full inquiries.	<p>PK-CS-11* Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment. Examples:</p> <ul style="list-style-type: none"> <li>• Generate questions about insects (KWL or Experience Charts)</li> <li>• Engage in spontaneous discussion (teachable moments)</li> <li>• Engage in discussion through questioning, after reading a nonfiction science book</li> <li>• Hypothesize or predict why certain phenomenon occurred</li> </ul> <p>PK-CS-12 Conduct simple scientific investigations Examples:</p> <ul style="list-style-type: none"> <li>• Observe ice melting</li> <li>• Compare cars rolling down a ramp</li> <li>• Compare objects that sink and float</li> </ul> <p>PK-CS-13 Make observations using senses Examples:</p> <ul style="list-style-type: none"> <li>• Taste test a variety of foods and describe tastes</li> <li>• Describe objects in feely box</li> <li>• Describe changes in weather</li> </ul> <p>PK-CS-14 Employ equipment and tools to gather data and extend sensory observations Examples:</p> <ul style="list-style-type: none"> <li>• Sift soil with sieve to find organisms in soil</li> <li>• Observe objects using color paddles</li> <li>• Balance objects in scale to determine which is heavier, lighter, etc.</li> </ul> <p>PK-CS-15 Collect, interpret, communicate data and findings from observations and experiments in oral and written formats Examples:</p> <ul style="list-style-type: none"> <li>• Communicate scientific information in a variety of ways (graph, tally, web, draw pictures, oral report)</li> <li>• Create models of objects in the environment</li> <li>• Participate in discussions where points of view are openly shared</li> </ul> <p>PK-CS-16 Use appropriate scientific vocabulary related to topics Examples:</p> <ul style="list-style-type: none"> <li>• Describe the common physical changes of melting, freezing, and evaporating.</li> <li>• Identify life cycle of butterfly using scientific terms (egg, chrysalis etc.)</li> </ul>	<p>Louisiana K-4 Content Standards: SI-E-A1, A2, A3, A4, A5, A6 SI-E-B1, B2, B3, B4, B5, B6 NAEYC Criterion: B-5d, B-7c, B-7d, B-8 ECERS-R Items 25 (3.3), 25 (5.2), 25 (5.3), 25 (5.4), 25 (7.1), 25 (7.2) Head Start Performance Standards: 1304.21(a)(1)(i) 1304.21(a)(1)(iv) 1304.21(a)(2)(ii) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) Head Start Child Outcomes: Domain 4</p>
*PK-CS-I – Pre-Kindergarten – Cognitive Science – Inquiry		
<b>Cognitive Development</b>		
<b>Content Practice Standards</b>	<b>Developmental Profile Indicators</b>	<b>Links</b>
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.

Scientific Development		
<b>Physical Science:</b>		
Begin to acquire scientific knowledge related to physical science	<p>PK-CS-P1* Begin investigating states of matter: solids, liquids, and gases Examples:</p> <ul style="list-style-type: none"> <li>Sort and classify objects by their state of matter</li> <li>Participate in block play using a variety of types of blocks (wooden unit blocks, cardboard blocks, foam blocks)</li> <li>Participate in a variety of sand and water activities</li> <li>Observe what happens to objects when filled with gases</li> <li>Explore three states of water: ice (solid), water (liquid), and steam (gas)</li> </ul> <p>PK-CS-P2 Describe objects by their physical properties Examples:</p> <ul style="list-style-type: none"> <li>Describe objects according to size, shape, color, or state of matter</li> <li>Describe characteristics of sand and water during sand and water play</li> <li>Describe what happens when bottles filled with objects suspended in liquids are moved in various ways such as: dirt in water, confetti in Karo syrup, etc.</li> </ul> <p>PK-CS-P3 Explore the physical world using five senses Examples:</p> <ul style="list-style-type: none"> <li>Take a walk exploring the environment using the senses of sight, touch, smell, and/or sound -- describe findings</li> <li>Match things during a tasting, touching, smelling party</li> <li>Listen to and identify environmental, animal, or voice sounds</li> </ul> <p>PK-CS-P4 Explore simple machines, magnets, and sources of energy Examples:</p> <ul style="list-style-type: none"> <li>Explore magnets, magnifying glasses, balance scales, gears, pulleys, mirrors, wind-up toys, etc.</li> <li>Discuss what makes things run by answering open-ended questions (car-gas, waterwheel-water, lamp-electricity)</li> </ul>	<p>Louisiana K-4 Content Standards: SI-E-A1, A2, A3, A4 S1-E-B1, B2, B3, B4, B5 PS-E-A1, A2, A3, A4 PS-E-C6, C7 NAEYC Criterion: B-5d, B-7c, B-7d, B-8 ECERS-R Items: 25(5.3), 25(5.4), 25(7.1), 25(7.2) Head Start Performance Standards: None Applicable Head Start Child Outcomes: Domain 4</p>
*PK-CS-P – Pre-Kindergarten – Cognitive Science – Physical Science		
Cognitive Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Scientific Development</b>		
<b>Life Science:</b>		
Begin to acquire scientific knowledge related to life science	<p>PK-CS-L1* Explore, observe, and describe a variety of living things Examples:</p> <ul style="list-style-type: none"> <li>Catch insects and place in bug catchers</li> <li>Use magnifying glass to observe insects</li> <li>Keep a class pet and/or plants in the classroom</li> <li>Observe the effect of darkness and light on growing plants</li> </ul> <p>PK-CS-L2 Explore, observe, and describe a variety of non-living things Examples:</p> <ul style="list-style-type: none"> <li>Compare live insects to plastic insects</li> <li>Make collections of non-living things such as: rocks, sea shells, buttons, etc.</li> <li>Sort examples of living and nonliving things</li> </ul> <p>PK-CS-L3 Explore, observe, describe, and participate in a variety of activities related to preserving their environment Examples:</p> <ul style="list-style-type: none"> <li>Participate in constructing a compost heap</li> <li>Participate in planting a tree</li> <li>Participate in a campus cleanup day</li> <li>Participate in collecting items to recycle</li> </ul> <p>PK-CS-L4 Begin to develop an awareness and understanding of plant and animal life cycles and how the life cycles vary for different reasons Examples:</p> <ul style="list-style-type: none"> <li>Plant and maintain a butterfly garden</li> <li>Read non-fiction age appropriate books about life cycles</li> <li>Observe life cycles of larvae, tadpoles, or mealworms</li> </ul>	
PK-CS-L – Pre-Kindergarten – Cognitive Science – Life Science		

Cognitive Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Scientific Development</b>		
<b>Earth and Space Science:</b>		
Begin to acquire scientific knowledge related to earth science	PK-CS-ES1* Investigate, compare, and contrast seasonal changes in their immediate environment Examples: <ul style="list-style-type: none"> <li>• Draw, write, and/or dictate a message in journal about what they see, feel, and do in certain kinds of weather or over a period of time</li> <li>• Dress-up in a variety of seasonal clothing in the dramatic play center</li> <li>• Play a lotto game about the seasons</li> </ul> PK-CS-ES2 Discover through observation that weather can change from day to day Examples: <ul style="list-style-type: none"> <li>• Graph each day's weather</li> <li>• Keep weather journal</li> <li>• Read a thermometer to determine temperature</li> <li>• Keep a record of the day's temperature either from the newspaper, home, or outside thermometer</li> </ul> PK-CS-ES3 Use vocabulary to describe major features of the earth and sky Examples: <ul style="list-style-type: none"> <li>• Listen to and retell stories about the earth, sky, land formations, and bodies of water such as: In the Night Sky, Happy Birthday Moon, Good Night Moon, In a Small, Small Pond, In the Tall, Tall Grass, Swimmy, Big Al, The Tiny Seed</li> <li>• Discuss things in the day and night time sky</li> <li>• Observe and discuss shadows at various times of the day</li> </ul>	Louisiana K-4 Content Standards: SI-E-A1, A2, A3, A4 SI-E-B1, B2, B3, B4, B5 ESS-E-A1, A4 ESS-E-B1 NAEYC Criterion: B-5d, B-7c, B-7d, B-8 ECERS-R Items: 25(5.3), 25(5.4), 25(7.1), 25(7.2) Head Start Performance Standards: 1304.21(a)(1)(i) 1304.21(a)(1)(iv) 1304.21(a)(2)(ii) 1304.21(a)(3)(i)(B) 1304.21(a)(4)(i) Head Start Child Outcomes: Domain 4
*PK-CS-ES – Pre-Kindergarten – Cognitive Science – Earth and Space Science		

**B. Accommodations:**

1. provide adaptive equipment and materials where needed to accommodate children's special needs;
2. assure that the classroom and school environments are handicapped accessible and meet the needs of all children;
3. use appropriate verbal, visual, and physical cues in all the activities to meet the special needs of individual children.

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.A(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2323 (November 2003).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.A(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2321 (November 2003).

## Subchapter D. Social Studies

### §315. Social Studies Development

A. For young children the foundation for learning in social studies and history begins with the child's personal experiences and understanding of the relationship of self to home and family. Their understanding then gradually expands to include the people they meet in school, neighborhood, community, and the larger world. Teachers need to identify children's current knowledge and understanding. The pre-kindergarten curriculum needs to focus on concepts that are related to the child's immediate experience.

**§317. Cognitive Social Studies Development**

<b>Cognitive Development</b>		
<b>Content Practice Standards</b>	<b>Developmental Profile Indicators</b>	<b>Links</b>
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Social Studies Development</b>		
<b>Civics:</b>		
Develop community and career awareness	<p>PK-CSS-C1* Recognize community workers and increase awareness of their jobs</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Identify different community workers by the uniform worn or the equipment used</li> <li>Participate in field trips to observe community workers</li> <li>Listen to guest speakers, such as: a firefighter, a police officer, etc.</li> <li>Dress-up and role play different types of community workers</li> </ul> <p>PK-CSS-C2 Identify his/her role as a member of family/class</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Participate in classroom duties</li> <li>Describe experiences shared within the family</li> <li>Participate in role playing</li> </ul>	<p>Louisiana K-4 Content Standards: C-1D-E3, E4</p> <p>NAEYC Criterion: A-4a, A-9, B-7a, B-7h</p> <p>ECERS-R Items: 33(7.2)</p> <p>Head Start Performance Standards: 1304.21(c)(1)(ii)</p> <p>Head Start Child Outcomes: Domain 6</p>
*PK-CSS-C – Pre-Kindergarten – Cognitive Social Studies - Civics		

<b>Cognitive Development</b>		
<b>Content Practice Standards</b>	<b>Developmental Profile Indicators</b>	<b>Links</b>
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Social Studies Development</b>		
<b>Economics:</b>		
Develop an understanding of how basic economic concepts relate to their everyday lives	<p>PK-CSS-E1* Demonstrate an awareness of money being used to purchase things</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Use pretend money to purchase things in a dramatic play grocery store, bank, post office, etc.</li> </ul>	<p>Louisiana K-4 Content Standards: E-1A-E3</p> <p>NAEYC Criterion: None Applicable</p> <p>ECERS-R Items: None Applicable</p> <p>Head Start Performance Standards: None Applicable</p> <p>Head Start Child Outcomes: None Applicable</p>
*PK-CSS-E – Pre-Kindergarten – Cognitive Social Studies -Economics		

<b>Cognitive Development</b>		
<b>Content Practice Standards</b>	<b>Developmental Profile Indicators</b>	<b>Links</b>
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Social Studies Development</b>		
<b>Geography:</b>		
Develop an understanding of location, place, relationships within places, movement, and region	<p>PK-CSS-G1* Include representations of roads, bodies of water, and buildings in their play</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Use blue paper for a lake in the block area</li> <li>Drive toy cars on roads made from blocks</li> </ul> <p>PK-CSS-G2 Use words to indicate directionality, position, and size</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Correctly use and respond to words such as: left, right, first, last, big, little, top, bottom, etc.</li> <li>Verbalize location of objects that are hidden during a Hide and Seek game</li> </ul> <p>PK-CSS-G3 Develop awareness of the world around them</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Recognize some common symbols of state and country, such as the shape of Louisiana or United States, the Louisiana or American flag, etc.</li> <li>Observe the path a letter travels when teacher shows route on the map</li> <li>Answer questions about where they went on a trip or other places they have lived</li> </ul>	<p>Louisiana K-4 Content Standards: G-1B-E1</p> <p>NAEYC Criterion: B-7h</p> <p>ECERS-R Items: 22(7.1)</p> <p>Head Start Performance Standards: 1304.21(c)(1)(ii)</p> <p>Head Start Child Outcomes: Domain 6</p>
*PK-CSS-G – Pre-Kindergarten – Cognitive Social Studies - Geography		

Cognitive Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Social Studies Development</b>		
<b>History:</b>		
Develop an understanding of the concept of time	PK-CSS-H1* Use words to describe time (yesterday, today, tomorrow) Examples: <ul style="list-style-type: none"> <li>Use statements like, "I'm getting a bike today!" or "My birthday is tomorrow!"</li> <li>Use statement like, "The field trip was yesterday."</li> </ul>	Louisiana K-4 Content Standards: H-1A-E1 NAEYC Criterion: None applicable ECERS-R Items: None applicable Head Start Performance Standards: 1304.21(c)(1)(ii) Head Start Child Outcomes: None Applicable
*PK-CSS-H – Pre-Kindergarten – Cognitive Social Studies - History		

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## Subchapter E. Creative Arts

### §319. Creative Arts Development

A. Creative development opens an avenue for the application of individual ideas, feelings, and expressions. In the pre-kindergarten classroom, creative development will be integrated into all curriculum areas to develop an appreciation for the arts and as a way to conduct classroom activities to meet the expectations in all content areas.

B. In a developmentally appropriate classroom, creative development fosters creative and individual expression, self-esteem, imagination, and appreciation of cultural diversities. With the introduction of the various components, music/movement, dramatic expression, and visual arts, the pre-kindergarten child is encouraged to explore and express him/herself creatively.

C. On a daily basis, young children are given opportunities for creative endeavors, emphasizing the experience rather than the outcome. These endeavors should be concrete, hands-on learning activities, offered in a risk-free environment where all children are encouraged to express themselves freely.

#### D. Accommodations for Children with Special Needs

1. Provide materials that can be easily adapted for independent participation.

2. Materials should be easily accessible to encourage participation.

3. Adapt the environment to promote participation, engagement, and learning.

4. Provide opportunities for interaction with typically developing peers.

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.A(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2325 (November 2003).

### §321. Stages of Art Development

A. Scribbling Stage (3 to 4 years of age). Child use crayons, markers and paint in zigzag fashion and circular motions. Later, the scribbles become more controlled. Their work is exploratory. Color is unrealistic. The child begins to draw symbols like circles, crosses and lines.

#### B. Preschematic Stage (4 to 7 years of age)

1. Age 4—the child begins to show definite forms in representing a person, making a circle for the head and two vertical lines for legs. Sometimes there is a mouth, arms, hands, feet or shoes. Objects are drawn at random and they are not in sequence or proportion. At this stage, form is more important than color. As children progress through this stage, size becomes more proportional, and they gain more brush control as their paintings begin to look more like illustrations.

2. Age 7—child has established a mental picture of an object that is repeated with each painted repetition of the object. For example, each time the child paints a house, it will look very much like all the other houses he/she painted.

C. Schematic Stage (6 to 9 years of age). At this stage, sky lines (usually blue) and base lines (usually green) appear on the top and bottom of drawings. Items drawn between these lines usually are proportional, and they are on the base line as appropriate.

Source: The Portfolio and Its Use: A Road Map for Assessment by Southern Early Childhood Association

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§323. Creative Arts Development

Creative Arts Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Music and Movement</b>		
<b>Music Appreciation:</b>		
Develop an appreciation for music	<p>PK-MM-MA1* Listen to a variety of musical genre – jazz, classical, country, lullaby, patriotic, instrumental, vocal, etc. Examples:</p> <ul style="list-style-type: none"> <li>Hear a variety of diverse music throughout the day (arrival time, circle time, transitions, lunch, nap, snacks)</li> <li>Participate in musical listening games to hear differences in sounds (vocal, instrumental, sounds of instruments, and other genre types)</li> <li>Attend and view live performances</li> <li>Become aware of the lives and art forms of various musical artists</li> </ul> <p>PK-MM-MA2 Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern Examples:</p> <ul style="list-style-type: none"> <li>Observe a musician demonstrating different musical variations</li> <li>Reproduce a musical variation heard with rhythm instruments, computer program, or vocally</li> </ul>	<p>Louisiana K-4 Content Standards: CE-1M-E1, E3, E4, E5 AP-2M-E1, E3, E4 HP-3M-E1, E3, E4 CA-4M-E1, E2, E3, E5 NAEYC Criterion: A-8a, B-4, B-5d, B-7g, B-9, G-4 ECERS-R Items: 21(5.1), 21(5.2), 21(7.1), 21(7.2), 21(7.3) Head Start Performance Standards: 1304.21(a)(4)(ii) 1304.53 Head Start Child Outcomes: Domain 5</p>
*PK-MM-MA – Pre-Kindergarten – Music and Movement – Music Appreciation		

Creative Arts Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Music and Movement</b>		
<b>Music Expression:</b>		
Become involved in musical expression	<p>PK-MM-ME1* Use music as an avenue to express thoughts, feelings, and energy Examples:</p> <ul style="list-style-type: none"> <li>Use props (scarves, streamers, instruments) to respond with expression to music</li> <li>Record original songs that become part of a listening center</li> <li>Draw a picture in response to how they feel as they listen to a variety of music</li> </ul> <p>PK-MM-ME2 Participate in group singing, fingerplays, rhymes, poetry, and rhythm Examples:</p> <ul style="list-style-type: none"> <li>Participate in daily musical activities, games, instruments, singing, and books</li> <li>Use musical instruments and props outdoors as an additional experience</li> </ul>	<p>Louisiana K-4 Content Standards: CE-1M-E1, E3, E4, E5 HP-3M-E1, E3, E4 CA-4M-E1, E2, E3, E5 NAEYC Criterion: A-8, A-6a, A-11, B-4, B-5d, B-7g, B-9, G-4 ECERS-R Items: 21(5.1), 21(5.2), 21(7.1), 21(7.2), 21(7.3) Head Start Performance Standards: 1304.21(a)(3)(i)(D) 1304.21(a)(3)(ii) 1304.21(a)(4)(ii) 1304.53 Head Start Child Outcomes: Domain 5</p>
*PK-MM-ME – Pre-Kindergarten – Music and Movement – Music Expression		

Creative Arts Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.

<b>Music and Movement</b>		
<b>Creative Movement:</b>		
Develop an appreciation for creative movement through observation, communication, and participation	<p>PK-MM-CM1* Observe various forms of movement</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>View people, animals, and various objects that move in the world around them</li> </ul> <p>PK-MM-CM2 Communicate words or concepts through movement</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Develop movements that express concepts (feelings and directions), words, and ideas</li> <li>Play charades with prompts from teacher (stop, go, walk, come, angry, sad, hurry, surprise)</li> </ul> <p>PK-MM-CM3 Show creativity using their bodies (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Respond freely to music</li> <li>Imitate various environmental movements such as animals, trees, water, etc.</li> <li>Exhibit a variety of ways to move (forward, backward, sideways, etc.)</li> </ul>	<p>Louisiana K-4 Content Standards:            CE-1M-E1, E3, E4, E5            CE-1D-E1, E3            HP-3D-E2            AP-2D-E1            NAEYC Criterion:            A-6a, A-9, A-11, B-4,            B-5d, B-7, B-7e, B-7g,            B-8, G-4            ECERS-R Items:            16(7.1), 16(7.2)            21(5.1), 21(5.2), 21(7.1),            21(7.2), 21(7.3)            Head Start Performance Standards:            1304.21(a)(4)(ii)            1304.53            Head Start Child Outcomes:            Domain 5</p>
*PK-MM-CM – Pre-Kindergarten – Music and Movement – Creative Movement		

<b>Creative Arts Development</b>		
<b>Content Practice Standards</b>	<b>Developmental Profile Indicators</b>	<b>Links</b>
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Visual Arts</b>		
<b>Visual Arts Appreciation:</b>		
Develop an appreciation for visual arts	<p>PK-VA-VA1* Observe various forms of art expression (paintings, drawings, sculpture, prints, collages, and other art forms)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>View exhibits, books, Internet activities, and photographs of various art forms</li> <li>Observe various artists who demonstrate different techniques and art media</li> </ul> <p>PK-VA-VA2 Share various forms of art (sculpture, pencils, watercolors, clay, collage, pen and ink, etc.) found in their environment</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Point out various forms of media found in books, photographs/prints, on school site and on field trips</li> <li>Experience various media in the classroom</li> <li>Tell about an observation of an artist/crafter (quilter, taxidermist, illustrator, wood carver, ice sculptor, sculptor, designer) displaying/demonstrating his/her work</li> </ul>	<p>Louisiana K-4 Content Standards:            CE-1VA-E1, E2, E4, E5            AP-2VA-E2, E3            HP-3VA-E3            NAEYC Criterion:            A-8a, A-8b, A-9, B-4,            B-5a, B-7, B-7e, B-7g,            G-4            ECERS-R Items:            15(5.1), 20(5.1), 20(5.2), 20(7.1), 27(5.3),            27(7.1), 28(5.1)            Head Start Performance Standards:            1304.21(a)(4)(ii)            1304.21(b)(3)(ii)            1304.53            Head Start Child Outcomes:            Domain 5</p>
*PK-VA-VA – Pre-Kindergarten – Visual Arts – Visual Arts Appreciation		

Creative Arts Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Visual Arts</b>		
<b>Creative Expression:</b>		
Develop confidence in their own creative expression through process-oriented experiences	PK-VA-CE1* Participate in individual and group art activities Examples: <ul style="list-style-type: none"> <li>Participate daily in creative art opportunities using water colors, collage materials, paints, paper, scissors, glue, crayons, stamp pads, templates, stencils, markers, and clay</li> <li>Use a computer program and create a piece of art</li> </ul>	Louisiana K-4 Content Standards: CE-1VA-E1, E2, E4, E5 AP-2VA-E2, E3 HP-3VA-E3 NAEYC Criterion: A-8a, A-8b, A-9, B-4, B-7, B-7e, B-7g, B-8, G-4 ECERS-R Items: 20(5.1), 20(5.2), 20(7.1), 20(7.2), 20(7.3) Head Start Performance Standards: 1304.21(a)(4)(ii) 1304.21(b)(3)(ii) 1304.53 Head Start Child Outcomes: Domain 5
*PK-VA-CE – Pre-Kindergarten – Visual Arts – Creative Expression		

Creative Arts Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Dramatic Arts</b>		
<b>Dramatic Appreciation:</b>		
Develop an appreciation for the dramatic arts	PK-DA-DA1* Attend a variety of dramatic performances Examples: <ul style="list-style-type: none"> <li>View various forms of dramatic expression (puppetry, story-telling, dance, plays, pantomime, theater)</li> </ul> PK-DA-DA2 Participate in discussions of dramatic performances Examples: <ul style="list-style-type: none"> <li>Engage in discussion during language experience story after attending a dramatic performance</li> </ul>	Louisiana K-4 Content Standards: CE-1TH-E1, E2, E3 AP-2TH-E1, E2, E3 HP-3TH-E1 NAEYC Criterion: A-8a, A-8b, A-9, B-4, B-5a, B-7, G-4 ECERS-R Items: 24(5.1), 24(5.3), 24(7.1), 24(7.2), 24(7.3) Head Start Performance Standards: 1304.21 1304.53 Head Start Child Outcomes: Domain 5
*PK-DA-DA – Pre-Kindergarten – Dramatic Arts – Dramatic Arts Appreciation		

Creative Arts Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Dramatic Arts</b>		
<b>Dramatic Expression:</b>		
Explore roles and experiences through dramatic play	<p>PK-DA-DE1* Role play or use puppets to express feelings, dramatize stories, try out social behaviors observed in adults, re-enact real-life roles and experiences</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Play in various interest centers with a variety of props, such as: home-living, fire station, police station, beauty parlor, grocery/department store, circus, fast food restaurant, doctor's office/hospital, bakery, gas station, florist, etc.</li> <li>Role play problem solving in classroom situations, such as: taking turns, sharing, playing cooperatively, expressing feelings, appropriate behaviors and manners, etc.</li> <li>Participate in various forms of dramatic expression from different cultures</li> </ul> <p>PK-DA-DE2* Participate in activities using symbolic materials and gestures to represent real objects and situations</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Exhibit free expression and imagination in songs, stories, poems, and fingerplays, such as: scarves to represent birds; hands as thunder, raindrops, footsteps; sticks for wands, pointer, a horse, or a walking cane, etc.</li> </ul>	<p>Louisiana K-4 Content Standards:            CE-1TH-E1, E2, E3            AP-2TH-E1, E2, E3            HP-3TH-E1            NAEYC Criterion:            A-6a, A-8a, A-8b, A-9,            B-4, B-5a, B-7, B-8, G-4            ECERS-R Items:            15(5.2), 15(5.4) 24(5.1), 24(5.3), 24(7.1),            24(7.2), 24(7.3), 24(7.4)            28(5.1), 28(5.2), 28(7.2)            Head Start Performance Standards:            1304.21(a)(1)(iii)            1304.53            Head Start Child Outcomes:            Domain 5</p>
*PK-DA-DE – Pre-Kindergarten – Dramatic Arts – Dramatic Expression		

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.A(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2326 (November 2003).

## Subchapter F. Health and Physical Development

### §325. Health and Physical Development

A. Physical development and health and safety activities should be integrated into all curriculum areas. Activities should be structured to encourage pre-kindergarten children to explore their world, promote agility and strength, enhance neural processing, and develop general body competence and overall autonomy. Young children should be introduced to concepts that promote a healthy lifestyle, and they should be provided adequate age-appropriate indoor and outdoor space and facilities that allow them to experience a variety of developmentally appropriate physical activities.

B. The development of gross motor and fine motor skills is an integral part of the development of the pre-kindergarten child. These skills serve as the foundation for the

development of the future academic skills such as writing and reading.

#### C. Accommodations for children with special needs:

1. provide adaptive equipment and materials where needed;
2. assure that the classroom and school environments are easily accessible;
3. use appropriate verbal, visual, and physical cues in all the activities;
4. provide opportunities for interaction with typically developing peers.

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.A(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2329 (November 2003).

§327. Health and Physical Development

Health and Physical Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Health Development</b>		
<b>Health and Hygiene:</b>		
Develop appropriate health and hygiene skills	PK-HP-HH1* Show awareness of healthy lifestyle practices Examples: <ul style="list-style-type: none"> <li>• Understand that germs affect our daily lives</li> <li>• Understand that healthy bodies require rest, exercise, and good nutrition</li> <li>• Use napkin, tissue and other objects of hygiene</li> <li>• Wash hands before meals and snacks, and after toileting</li> </ul> PK-HP-HH2 Show awareness of good hygiene and personal care habits Examples: <ul style="list-style-type: none"> <li>• Use proper hand washing techniques</li> <li>• Use appropriate dental hygiene practices</li> <li>• Practice proper use of tissue</li> <li>• Use appropriate toileting skills</li> <li>• Demonstrate autonomy in personal care such as: self-dressing, taking care of personal belongings, cleaning up after activities</li> </ul>	Louisiana K-4 Content Standards: 1-E-1, E-2 3-E-1, E-2 NAEYC Criterion: B-7f, B-11, H-17c ECERS-R Items: 10 (3.3) 13 (3.1), 13(7.1) Head Start Performance Standards: 1304.21(a)(1)(V) 1304.23(b)(3) Head Start Child Outcomes: Domain 8
*PK-HP-HH – Pre-Kindergarten – Health and Physical Development – Health and Hygiene		

Health and Physical Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Health Development</b>		
<b>Nutrition:</b>		
Become aware of good nutritional practices	PK-HP-N1* Exhibit knowledge that some foods are better for your body than others Examples: <ul style="list-style-type: none"> <li>• Engage in discussions about healthy and unhealthy foods</li> <li>• Make selections of foods that are healthy and recognize that some foods are not healthy</li> <li>• Participate in nutritious cooking activities</li> </ul>	Louisiana K-4 Content Standards: 1-E-2, E-5 3-E-1 6-E-3 NAEYC Criterion: I-3 ECERS-R Items: 10(7.1), 10(7.3) Head Start Performance Standards: 1304.21(c)(1)(iii) 1304.23(c)(1) Head Start Child Outcomes: Domain 8
*PK-HP-N – Pre-Kindergarten – Health and Physical Development – Nutrition		

Health and Physical Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Health Development</b>		
<b>Safety:</b>		
Demonstrate safe behaviors in all situations	PK-HP-S1* Identify potentially harmful objects, substances, or behaviors Examples: <ul style="list-style-type: none"> <li>Know the difference between a medicine and harmful drugs</li> <li>Know that objects such as weapons, syringes, matches, etc. can be dangerous and should not be touched</li> </ul> PK-HP-S2 Be aware of and follow universal safety rules Examples: <ul style="list-style-type: none"> <li>Follow classroom and school rules</li> <li>Practice appropriate emergency drills (fire, tornado, bomb, 911, bus)</li> <li>Follow basic safety rules: bus, bicycle, playground, crossing street, stranger awareness</li> </ul>	Louisiana K-4 Content Standards: 1-E-2 3-E-2, E-3, E-4 5-E-4 6-E-3 NAEYC Criterion: B-7f ECERS-R Items: 14(5.1), 14(7.1), 14(7.2) Head Start Performance Standards: 1304.21(a)(6) Head Start Child Outcomes: Domain 8
*PK-HP-S – Pre-Kindergarten – Health and Physical Development — Safety		

Health and Physical Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Physical Development</b>		
<b>Gross Motor:</b>		
Develop coordination, balance, spatial awareness and strength through gross motor activities	PK-HP-GM1* Exhibit body coordination and strength Examples: <ul style="list-style-type: none"> <li>Engage in large motor activities such as: climbing stairs (alternating feet), marching, hopping, running, jumping, dancing, riding tricycles, pulling wagons, pushing wheelbarrows, and riding scooters</li> <li>Use outdoor gross motor equipment (climbing apparatus, swings, tunnels, slide, etc.) safely and appropriately</li> <li>Use open-ended materials (planks, wooden boxes, hollow blocks, etc.) to move about, build and construct</li> </ul> PK-HP-GM2 Exhibit balance and spatial awareness Examples: <ul style="list-style-type: none"> <li>Engage in large motor activities that promote basic non-locomotion skills, spatial awareness and balance</li> <li>Engage in manipulative activities that develop skills with a ball: bouncing, kicking, throwing, catching, rolling, etc.</li> <li>Play simple group games</li> </ul>	Louisiana K-4 Content Standards: 1-P-1, P-2, P-3 3-P-1 5-P-3 NAEYC Criterion: B-4c, B-5d, B-7e ECERS-R Items: 7(7.1), 8(5.2), 8(7.2) Head Start Performance Standards: 1304.21(a)(5)(i) 1304.21(b)(3)(i) 1304.21(c)(1)(vii) Head Start Child Outcomes: Domain 8
*PK-HP-GM – Pre-Kindergarten – Health and Physical Development – Gross Motor		

Health and Physical Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Physical Development</b>		
<b>Fine Motor:</b>		
Develop coordination, spatial awareness, and strength through fine motor activities	PK-HP-FM1* Strengthen and control small muscles in hands Examples: <ul style="list-style-type: none"> <li>• Work with play dough and clay</li> <li>• Squeeze wet sponges or use tongs to pick up objects</li> <li>• Tear paper</li> </ul> PK-HP-FM2 Exhibit manual coordination Examples: <ul style="list-style-type: none"> <li>• Use hands and fingers to act out fingerplays and songs</li> <li>• Use scissors and art materials</li> <li>• Snap, button, zip, etc.</li> </ul> PK-HP-FM3 Participate in eye-hand coordination activities Examples: <ul style="list-style-type: none"> <li>• Use beads, laces, and pegs</li> <li>• Cut paper with scissors</li> <li>• Complete simple puzzles</li> <li>• Use computer mouse</li> <li>• Scoop dry sand and pour into a bottle</li> <li>• Use a variety of items/textures</li> </ul>	Louisiana K-4 Content Standards: 1-P-3 NAEYC Criterion: B-4c, B-5d, B-7e ECERS-R Items: 19(5.1), 19(5.3), 19(7.1) Head Start Performance Standards: 1304.21(a)(5)(ii) 1304.21(b)(3)(iii) Head Start Child Outcomes: Domain 8
*PK-HP-FM – Pre-Kindergarten – Health and Physical Development – Fine Motor		

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.A(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2330 (November 2003).

## Subchapter G. Language and Literacy

### §329. Language and Literacy Development

A. Language and literacy are composed of listening, speaking, writing, thinking, and reading. The foundations of language and literacy are critical to all other curriculum areas as well as to the individual's social and emotional development. Children develop the basis for communication in the early childhood years, beginning with nonverbal and social exchanges, then developing spoken language, moving to an understanding of how oral language is translated into written symbols, and finally learning to decode and create written symbols to develop literacy. A solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future. Young children who have rich language and literacy experiences are less likely to have difficulties learning to read.

#### B. Accommodations for Children with Special Needs

1. Provide good models of communication.
2. Use special or adaptive devices to increase level of communication and/or participation.
3. Use a favorite toy, activity or person to encourage communication and/or participation.
4. Provide opportunities for interaction with typically developing peers.

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.A(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2332 (November 2003).

### §331. Beginning Reading Skills

A. Scientifically based reading research shows that it is important for preschool age children to experience the following language, cognitive, and early reading skills for continued school success.

1. Phonological Awareness includes:
  - a. identifying and making oral rhymes;
  - b. identifying and working with syllables in spoken words through segmenting and blending;
  - c. identifying and working with "onsets" (all sounds of a word that come before the first vowel) and "rimes" (the first vowel in a word and all the sounds that follow) in spoken syllables;
  - d. identifying and working with individual sounds in spoken words (phonemic awareness).
2. Oral Language: development of expressive and receptive language, including vocabulary, the contextual use of speech and syntax, and oral comprehension abilities.
3. Print Awareness: knowledge of the purposes and conventions of print.
4. Alphabet Knowledge: recognize letters of the alphabet (not rote memory).

Source: Early Reading First Guidelines

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.A(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2332 (November 2003).

**§333. Stages of Written Language Development**

A. Children learn to write through a natural developmental progression. Each child should be allowed to progress at their own pace. There are at least six different stages of writing.

<b>Stage 1—Random Scribbling: (2 and 3 years old)</b>
Children make marks on paper with little muscular control.
<b>Stage 2—Controlled Scribbling: (3 years old)</b>
Children "write" across the paper in linear fashion, repeating patterns over again, showing increased muscular control.
<b>Stage 3—Letter-like Forms: (3 and 4 year olds)</b>
Children make mock letters. These are written lines of letters that have letter characteristics, but they are misshapen and written randomly, even covering the page. They pretend they are writing; in their work they separate writing from drawing. They have purpose to their letter-like forms.

<b>Stage 4—Letter and Symbol Relationship: (4 year olds)</b>
Children write letters to represent words and syllables. They can write their names. They know the word that represents their names. They can copy words. Reversals are frequent.
<b>Stage 5—Invented Spelling: (4 and 5 year olds)</b>
Children make the transition from letter forms to invented spelling. This requires organization of letters and words on the page. They use a group of letters to form a word. Many of the letters will be consonants. They understand that letters relate to sounds. Some punctuation appears. They can copy words from their environment.
<b>Stage 6—Standard Spelling: (5, 6, and 7 year olds)</b>
Most of the words the children use are written correctly; some add punctuation. They organize their words in lines with spaces between the words; they move from left to right, and from the top of the to the bottom.

Source: The Portfolio and Its Use: A Road Map for Assessment by Southern Early Childhood Association

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.A(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2332 (November 2003).

§335. Language and Literacy Development

Language and Literacy Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
<b>Listening:</b>		
Develop and expand listening skills	<p>PK-LL-L1* Listen with understanding to directions and conversations Examples:</p> <ul style="list-style-type: none"> <li>Respond to stories read to the whole class</li> <li>Understand changes in the morning activity schedule being described by the teacher</li> <li>Carry on a conversation with another person that develops a thought or idea expressed by the group earlier</li> <li>Listen to tapes or CD's and show understanding through body language or by interacting with such</li> </ul> <p>PK-LL-L2 Follow directions that involve two- or three-step sequence of actions Examples:</p> <ul style="list-style-type: none"> <li>Repeat an instruction to a friend</li> <li>Follow these instructions, "Wash your hands, then sit at the table."</li> <li>Follow these instructions, "Get your coat, put it on, then sit next to your friend."</li> <li>Follow directions given to the class, such as: "Take this note about our class trip home, have a family member sign it, and bring it back to me."</li> </ul> <p>PK-LL-L3 Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness Examples:</p> <ul style="list-style-type: none"> <li>Listen to and participate in many nursery rhymes, chants poems, fingerplays, and songs</li> <li>Make up silly rhymes, such as: funny bunny or silly willy</li> <li>Clap hands for each syllable in a word, such as: clap hands three times when saying Su-zan-na</li> <li>Sing songs that segment words or accent beginning sounds, and with teacher, clap to the syllables</li> <li>Play with sounds to create new words, such as: "Pass the bapkin napkin." (rimes)</li> <li>Notice words that begin the same way, such as: "My name begins the same as popcorn and pig." (onsets)</li> </ul> <p>PK-LL-L4 Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books Examples:</p> <ul style="list-style-type: none"> <li>Listen to a variety of literature genre, including narratives, nursery rhymes, other poems, and informational books</li> <li>Listen to read-aloud books that are characterized by less common vocabulary, more complex sentences, and concepts</li> </ul> <p>PK-LL-L5 Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information. Examples:</p> <ul style="list-style-type: none"> <li>! Listen to a story on a tape or a CD</li> <li>! Listen to recordings of age-appropriate stories while looking at a book</li> <li>! Use age-appropriate and interactive software programs when available</li> </ul>	<p>Louisiana K-4 Content Standards: ELA-1-E1 ELA-4-E2, E3, E6, E7 Louisiana Literacy Profile: 1-10 NAEYC Criterion: A-1, A-2, A-3a, A-3b B-7d ECERS-R Items: 18 (7.1) (7.2) Head Start Performance Standards: 1304.21 (a)(4)(iii) 1304.21 (a)(4)(iv) Head Start Child Outcomes: Domains 1 and 2</p>
*PK-LL-L – Pre-Kindergarten – Language and Literacy Development -- Listening		

Language and Literacy Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
<b>Speaking:</b>		
Communicate experiences, ideas, and feelings through speaking	<p>PK-LL-S1* Develop and expand expressive language skills Examples:</p> <ul style="list-style-type: none"> <li>• Use different voices for characters in stories read aloud or told: such as The Three Bears and The Three Billy Goats Gruff</li> <li>• Role play activities where different levels of volume would be used, such as: when a baby is sleeping or when calling to someone standing far away</li> <li>• Participate as an equal partner in conversations by responding to others, making relevant comments, or providing more information when message is not understood</li> <li>• Talk through or explain reasoning when problem-solving (classroom materials, behaviors, etc.)</li> </ul> <p>PK-LL-S2 Use new vocabulary in spontaneous speech Examples:</p> <ul style="list-style-type: none"> <li>• Incorporate words and phrases from books, stories, and activities into play</li> <li>• Incorporate story elements into play</li> <li>• Participate in class discussions of books, stories, and activities</li> <li>• Use new vocabulary introduced in a thematic study during play</li> </ul> <p>PK-LL-S3 Ask and answer relevant questions and share experiences individually and in groups Examples:</p> <ul style="list-style-type: none"> <li>• Dictate stories during small group time about experiences they have had</li> <li>• Ask simple questions, such as: "What's for lunch?" or "Can we play outside today?"</li> <li>• Ask questions to further their understanding, such as: "Where does the snow go when it melts?" or "Why does that man wear a uniform?"</li> <li>• Answer questions with a complete thought, such as: "I took a bus to school." or "I want purple and blue paint."</li> </ul>	<p>Louisiana K-4 Content Standards: ELA-2-E1, E2 ELA-4-E1, E2, E5, E6, E7 Louisiana Literacy Profile: 11-23, 44-45, 48 NAEYC Criterion: B-7d</p> <p>ECERS-R Items: 15(7.1), 15(7.2), 17(5.1), 17(5.2), 17 (7.1), 17 (7.2)</p> <p>Head Start Performance Standards: 1304.21(a)(4)(iii) 1304.21(a)(4)(iv) Head Start Child Outcomes: Domains 1 and 2</p>
PK-LL-S – Pre-Kindergarten – Language and Literacy Development – Speaking		

Language and Literacy Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
<b>Reading:</b>		
Engage in activities that promote the acquisition of emergent reading skills	<p>PK-LL-R1* Actively engage in reading experiences</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Listen with interest to a story read or told by an adult or another child</li> <li>• Track along and verbalize as teacher points to individual words in shared reading (big books, songs, poems, recipes, etc.)</li> <li>• Retell familiar stories</li> <li>• Complete phrases about familiar stories</li> <li>• Ask questions about the illustrations in a book or about details in a story just heard</li> <li>• Choose and look at books independently</li> <li>• Act out familiar stories with props</li> </ul> <p>PK-LL-R2 Retell information from a story</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Use words or pictures to begin to retell some story events in sequence</li> <li>• Dramatize familiar stories, such as: Caps for Sale; Brown Bear, Brown Bear; etc.</li> <li>• Relate the main thought of a story read several days before</li> <li>• Stage a puppet show based on a story read or told to the group</li> </ul> <p>PK-LL-R3 Demonstrate an understanding of print concepts and beginning alphabetic knowledge</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Recognize and begin writing their own name, demonstrating that letters are grouped to form words</li> <li>• Pretend to read by pointing with a finger while reciting text</li> <li>• Look at books appropriately, turning one page at a time, left to right over text, going from top to bottom, front to back of book</li> <li>• Recognize familiar logos, such as McDonald's, Wal-Mart, etc.</li> <li>• Recognize book by cover</li> </ul> <p>PK-LL-R4 Use emerging reading skills to make meaning from print</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Use illustrations to predict printed text, such as saying, "And the wolf blew down the pig's house."</li> <li>• Make predictions about print content by using prior knowledge, pictures, text heard, and story structure skills</li> </ul>	<p>Louisiana K-4 Content Standards:</p> <p>ELA-2-E1, E2</p> <p>ELA-4-E1, E2, E5, E6, E7</p> <p>Louisiana Literacy Profile:</p> <p>11-23, 44-45, 48</p> <p>NAEYC Criterion:</p> <p>B-7d</p> <p>ECERS-R Items:</p> <p>15 (5.1), 15(7.1), 15(7.2)</p> <p>Head Start Performance Standards:</p> <p>1304.21 (a)(4)(iii)</p> <p>1304.21(a)(4)(iv)</p> <p>Head Start Child Outcomes:</p> <p>Domains 1 and 2</p>
*PK-LL-R – Pre-Kindergarten – Language and Literacy Development – Reading		

Language and Literacy Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	LA K-4 Content Standards, LA Literacy Profile, ECERS-R, NAEYC, Head Start, etc.
<b>Writing:</b>		
Engage in activities that promote the acquisition of emergent writing skills	<p>PK-LL-W1* Experiment with a variety of writing tools, materials, and surfaces Examples:</p> <ul style="list-style-type: none"> <li>• Draw or write using pencils, crayons, chalk, markers, rubber stamps, and computers</li> <li>• Draw or write using materials such as, brushes and water, feathers, roll-on bottles, shaving cream, and zip-lock bags filled with hair gel or paint</li> <li>• Draw or write on paper, cardboard, chalkboard, dry erase boards, wood, and concrete</li> </ul> <p>PK-LL-W2 Use forms of shapes and letter-like symbols to convey ideas Examples:</p> <ul style="list-style-type: none"> <li>• Use scribble writing and letter-like forms, especially those letters in their own name</li> <li>• Begin to represent ideas and experiences through drawing and early stages of writing, such as: "I ms u."</li> <li>• Attempt to connect the sounds in words with their written letter forms</li> </ul> <p>PK-LL-W3 Participate in a variety of writing activities focused on meaningful words and print in the environment Examples:</p> <ul style="list-style-type: none"> <li>• Use a variety of writing utensils and props to encourage writing in different centers such as:</li> <li>• Journals, sign-in sheets, name cards, cards with words and pictures in the writing center</li> <li>• Counter checks, grocery store advertisements with paper to make grocery list in the dramatic play center</li> <li>• Materials to make books, cards, or write messages in the art center</li> <li>• Paper, tape, dowels, and play dough to make signs or enhance structures in the block center</li> <li>• Paper or blank books to record observations of animals or results of experiments in the science center</li> </ul> <p>PK-LL-W4 Demonstrate an interest in using writing for a purpose Examples:</p> <ul style="list-style-type: none"> <li>• Pretend to write a prescription while playing clinic</li> <li>• Scribble writes next to picture</li> <li>• Tell teacher, "Write it down so everyone can read it."</li> <li>• Ask teacher, "How do I write Happy Birthday?"</li> <li>• Write own name on a drawing for a friend</li> <li>• Make deliberate letter choices during writing attempts</li> <li>• Draw a representation of a school bus getting a flat and explains picture. Make a book from the paper and write the school bus story using scribbles, letter-like symbols or letters to retell the school bus incident.</li> <li>• Create a recipe for a favorite snack</li> <li>• Compose notes/invitations to family/friends</li> </ul>	<p>Louisiana K-4 Content Standards: ELA-1-E5 ELA-2-E1, E2, E6 ELA-3-E1 Louisiana Literacy Profile: 51-55 NAEYC Criterion: B-7d ECERS-R Items: 16 (7.2) 19 (5.1) Head Start Performance Standards: 1304.21 (a)(4)(iv) Head Start Child Outcomes: Domain 2</p>
*PK-LL-W – Pre-Kindergarten – Language and Literacy Development — Writing		

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## Subchapter H. Social and Emotional

### §337. Social and Emotional Development

A. One of the primary goals of a quality early childhood program is to foster social and emotional development in

young children. Pre-kindergarten children need proper guidance to develop the ability to negotiate issues that occur, to take turns, to lead and follow, and to be a friend. They also need to learn how to deal with their feelings in a socially acceptable manner.

B. The social and emotional development of young children is strengthened when they feel good about themselves and have secure relationships with their parents, teachers, and peers. Other influences on this development are the relationships young children have with their families,

their communities, their culture and their world. Since social and emotional development is such an important aspect of a pre-kindergarten child's development, it has been included as a separate section.

C. Accommodations for children with special needs:

1. Plan for and support appropriate social behaviors.
2. Provide opportunities for social interactions with typically developing peers.

3. Utilize peers as models and helpers, or to provide praise and encouragement.

NOTE: Partial participation is considered appropriate for children with special needs, according to their abilities.

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**§339. Social and Emotional Development**

Social and Emotional Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Self-Esteem:</b>		
Develop a sense of one's own self-worth	PK-SE-SE1* Respond to own name Examples: <ul style="list-style-type: none"> <li>• Look up, and/or make eye contact when called</li> <li>• Respond verbally when name is called</li> </ul> PK-SE-SE2 Stand up for own rights in an appropriate manner Examples: <ul style="list-style-type: none"> <li>• Say, "Stop! I had that first!" if toy is taken away</li> <li>• Say, "I didn't get one," or "I need one," if he/she needs or wants something</li> <li>• Say, "I want a turn," or "I didn't get a turn."</li> </ul> PK-SE-SE3 Recognize and express own feelings and respond appropriately (all emotions, happiness, surprise, anger, etc.) Examples: <ul style="list-style-type: none"> <li>• Be able to calm self down when angry and use words to express why – "I'm mad. You took my toy."</li> </ul> PK-SE-SE4 Demonstrate appropriate behaviors when completing a task or solving a problem Examples: <ul style="list-style-type: none"> <li>• Smile, express self verbally, or make eye contact with teachers or another child upon completion of task</li> </ul>	Louisiana K-4 Content Standards: None applicable NAEYC Criterion: A-2, A-8b, A-9, A-11, B-7a, B-7b ECERS-R Items: None applicable Head Start Performance Standards: 1304.21(b)(2)(i) 1304.21(c)(1)(iv) 1304.21(c)(1)(v) Head Start Child Outcomes: Domain 6
*PK-SE-SE – Pre-Kindergarten – Social and Emotional Development – Self-Esteem		

Social and Emotional Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Attitude:</b>		
Develop a positive attitude toward life	<p>PK-SE-A1* Separate easily from parent</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Show pleasure in seeing teacher and other children upon arrival</li> <li>Say goodbye to parent without undue stress</li> <li>Engage in classroom activities when parent is gone</li> </ul> <p>PK-SE-A2 Play well with other children</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Offer to help child carry something that is heavy</li> <li>Participate with a group when deciding what roles to play in dramatic play</li> <li>Share a book with a friend</li> </ul> <p>PK-SE-A3 Respond sympathetically to peers who are in need</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Give a pat, friendly word or toy to a distressed child</li> <li>Help someone find something he/she has lost</li> <li>Invite another child to play when other children have rejected him/her</li> </ul> <p>PK-SE-A4 Recognize the feelings of others and respond appropriately</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Laugh or smile when others are happy</li> <li>Tell someone a child is sad because her mom left</li> <li>Bring a truck book to someone who loves trucks</li> </ul>	<p>Louisiana K-4 Content Standards:</p> <p>None applicable</p> <p>NAEYC Criterion:</p> <p>A-6a, A-9, A-11, B-7a, B-7b</p> <p>ECERS-R Items:</p> <p>31(7.2) 32(5.1), 32(5.3), 32(7.2) 33(5.1), 33(5.2), 33(7.1), 33(7.2)</p> <p>Head Start Performance Standards:</p> <p>1304.21(a)(3)(i)(b) 1304.21(a)(3)(i)(d) 1304.21(c)(1)(iv) 1304.21(c)(1)(v)</p> <p>Head Start Child Outcomes:</p> <p>Domain 6</p>
* PK-SE-A – Pre-Kindergarten – Social and Emotional Development - Attitude		

Social and Emotional Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Cooperation:</b>		
Develop skills which will teach them to cooperate	<p>PK-SE-C1* Develop increasing abilities to give and take in interactions</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Take turns in games or when using materials</li> <li>Listen to others while they are speaking</li> <li>Work with others to complete a task</li> <li>Play cooperatively alongside other children</li> </ul> <p>PK-SE-C2 Work or play cooperatively with other children with minimal direction</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Become involved with classroom materials without teacher prompting</li> <li>Participate in group activities such as singing</li> <li>Try new activities such as a new nursery rhyme or a fingerplay</li> </ul> <p>PK-SE-C3 Respond appropriately during teacher-guided and child-initiated activities</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Respect others' feelings within the context of group play</li> <li>Use acceptable ways of joining in an on-going activity or group</li> <li>Wait his/her turn in playing games or using materials</li> </ul> <p>PK-SE-C4 Use conflict resolution strategies</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Trade one toy for another</li> <li>Ask teacher for help when dealing with others who are less able to resolve a conflict</li> </ul> <p>PK-SE-C5 Develop appropriate listening skills</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Wait turn to speak</li> <li>Demonstrate emerging ability to show sensitivity to peers and teacher as they speak in large or small settings</li> </ul>	<p>Louisiana K-4 Content Standards:</p> <p>Not applicable</p> <p>NAEYC Criterion:</p> <p>A-3b, A-10, A-11, B-7a, B-8</p> <p>ECERS-R Items:</p> <p>29(7.3), 31(7.1), 33(5.1), 33(7.1), 33(7.2)</p> <p>Head Start Performance Standards:</p> <p>1304.21(a)(3)(i)(b) 1304.21(a)(3)(i)(c) 1304.21(c)(1)(iv)</p> <p>Head Start Child Outcomes:</p> <p>Domain 1 and 6</p>
*PK- SE- C – Pre-Kindergarten – Social and Emotional Development - Cooperation		

Social and Emotional Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Pro-Social Behavior:</b>		
Develop self-control and understand that actions have consequences	<p>PK-SE-PB1* Show progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming self, others, or property</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Begin to use socially acceptable means to resolve conflict</li> <li>• Move from physical to verbal responses in their interactions with other children</li> </ul> <p>! Express frustrations and anger effectively</p> <p>PK-SE-PB2 Develop a growing understanding of how their actions affect others and begin to accept consequences of their actions</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Begin to demonstrate remorse</li> <li>• Leave a learning center or choose another learning center without protest when asked, due to inappropriate behavior</li> </ul> <p>PK-SE-PB3 Demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Respect and care for classroom environment and materials</li> <li>• Participate in snack time, nap or other routine activities without much delay or protest</li> <li>• Begin to verbalize and understand the reason for class rules</li> <li>• Return materials to appropriate place when task is complete</li> </ul>	<p>Louisiana K-4 Content Standards:</p> <p>C-1A-E1</p> <p>NAEYC Criterion:</p> <p>A-6a, A-8b, A-9,</p> <p>ECERS-R Items:</p> <p>19(7.2)</p> <p>22(7.2)</p> <p>24(5.4)</p> <p>31(7.1)</p> <p>Head Start Performance Standards:</p> <p>1304.21(c)(1)(iv) 1304.21(a)(3)(i)(c)</p> <p>Head Start Child Outcomes:</p> <p>Domain 6</p>
PK-SE-PB – Pre-Kindergarten – Social and Emotional Development – Pro-Social Behavior		

Social and Emotional Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Family:</b>		
Develop a knowledge and understanding of self and family	<p>PK-SE-F1* Demonstrate knowledge of personal information</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Demonstrate or verbalize their age in a variety of ways</li> <li>• Say name when asked or sing name during name song</li> <li>• Share their gender verbally or demonstrate it in a variety of ways</li> </ul> <p>PK-SE-F2 Identify family composition and describes roles of family members</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Discuss family members who live in and out of the home such as: "I live with my grandma, but I stay with my dad on the weekends."</li> <li>• Act out family roles in dramatic play center</li> </ul> <p>PK-SE-F3 Discuss family traditions, practices and cultural roots of family members</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Share information about family celebrations</li> <li>• Tell stories, draw pictures, and/or verbally express family practices such as: "My family eats rice with every meal."</li> </ul>	<p>Louisiana K-4 Content Standards:</p> <p>None Applicable</p> <p>NAEYC Criterion:</p> <p>B-7a, 7h</p> <p>ECERS-R Items:</p> <p>32(7.2)</p> <p>Head Start Performance Standards:</p> <p>1304.21(a)(3)(i)(e)</p> <p>Head Start Child Outcomes:</p> <p>Domain 6</p>
PK-SE-F– Pre-Kindergarten – Social and Emotional Development - Family		

Social and Emotional Development		
Content Practice Standards	Developmental Profile Indicators	Links
Preschool programs will provide experiences for children to:	Educational experiences will assure that preschool children will:	Louisiana K-4 Content Standards, ECERS-R, NAEYC, Head Start, etc.
<b>Diversity:</b>		
Develop a respect for differences in people	<p>PK-SE-D1* Recognize themselves as unique individuals and become aware of the uniqueness of others Examples:</p> <ul style="list-style-type: none"> <li>State, "I have blue eyes. Jennifer has brown eyes."</li> <li>Graph hair color or style, eye color, transportation to school, etc.</li> </ul> <p>PK-SE-D2 Demonstrate emerging awareness and respect for culture and ethnicity Examples:</p> <ul style="list-style-type: none"> <li>Show interest in how people in different cultures live</li> <li>Show pride in own culture and accept peers of different ethnicity</li> <li>Participate in various cultural activities (stories, cooking, etc.)</li> </ul> <p>PK-SE-D3 Demonstrate emerging awareness and respect for abilities and disabilities Examples:</p> <ul style="list-style-type: none"> <li>Show interest in how people with differing abilities live</li> <li>Accept peers with different abilities</li> <li>Participate in discussions and story telling experiences which deal with people with differing abilities</li> </ul> <p>PK-SE-D4 Begin to demonstrate an understanding of social justice and social action issues Examples:</p> <ul style="list-style-type: none"> <li>Understand and join in discussion about charities and/or charitable events the class can become involved in</li> <li>Contribute to the penny drive for the homeless or bring cans for the food bank</li> </ul>	<p>Louisiana K-4 Content Standards: None applicable NAEYC Criterion: B-7h ECERS-R Items: 24(7.2) 28(5.1), 28(5.2), 28(7.1), 28(7.2) Head Start Performance Standards: 1304.21(a)(1)(iii) 1304.21(a)(3)(i)(d) 1304.21(a)(3)(i)(e) Head Start Child Outcomes: Domain 6</p>
PK-SE-D – Pre-Kindergarten – Social and Emotional Development - Diversity		

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## Chapter 5. Pre-K Standards at-a-Glance

### §501. Cognitive Development

Cognitive Development – Mathematical	
Number Concepts	
PK-CM-N1	Compare numbers of objects
PK-CM-N2	Perform one-to-one correspondence
PK-CM-N3	Count by rote
PK-CM-N4	Begin to count objects
PK-CM-N5	Begin to recognize numerals
PK-CM-N6	Begin to demonstrate estimation skills
Measurement	
PK-CM-M1	Experience, compare, and use language relating to time

PK-CM-M2	Anticipate, remember, and describe sequences of events
PK-CM-M3	Use mathematical language to describe experiences involving measurement
PK-CM-M4	Measure objects in the physical world using non-standard units of measurement
Geometry and Spatial Sense	
PK-CM-G1	Recognize, name, describe, compare, and create basic shapes
PK-CM-G2	Identify shapes to describe physical world
PK-CM-G3	Describe and interpret spatial sense: positions, directions, distances, and order
Data Collection, Organization, and Interpretation	
PK-CM-D1	Sort and classify materials by one or more characteristics
PK-CM-D2	Collect and organize data about themselves, their surroundings, and meaningful experiences
PK-CM-D3	Interpret simple representations in data
Patterns and Relationships	
PK-CM-P1	Recognize patterns in the physical world
PK-CM-P2	Describe, copy, extend, create patterns and make predictions about patterns
PK-CM-P3	Seriate objects

<b>Cognitive Development—Science</b>	
<b>Science as Inquiry</b>	
PK-CS-11	Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment
PK-CS-12	Conduct simple scientific experiments
PK-CS-13	Make observations using senses
PK-CS-14	Employ equipment and tools to gather data and extend sensory observations
PK-CS-15	Collect, interpret, communicate data and findings from observation and experiments in oral and written format
PK-CS-16	Use appropriate scientific vocabulary related to topics
<b>Physical Science</b>	
PK-CS-P1	Begin investigating states of matter: solids, liquids, and gases
PK-CS-P2	Describe objects by their physical properties
PK-CS-P3	Explore the physical world using five senses
PK-CS-P4	Explore simple machines, magnets, and sources of energy
<b>Life Science</b>	
PK-CS-L1	Explore, observe, and describe a variety of living things
PK-CS-L2	Explore, observe, describe, and participate in a variety of non-living things
PK-CS-L3	Explore, observe, describe, and participate in a variety of activities related to preserving their environment
PK-CS-L4	Begin to develop an awareness and understanding of plant and animal life cycles and how the life cycles vary for different reasons
<b>Earth and Space Science</b>	
PK-CS-ES1	Investigate, compare, and contrast seasonal changes in their immediate environment
PK-CS-ES2	Discover through observation that weather can change from day to day
PK-CS-ES3	Use vocabulary to describe major features of the earth and sky
<b>Cognitive Development – Social Studies</b>	
<b>Civics</b>	
PK-CSS-C1	Recognize community workers and increase awareness of their jobs
PK-CSS-C2	Identify his/her role as a member of family/class
<b>Economics</b>	
PK-CSS-E1	Demonstrate an awareness of money being used to purchase items
<b>Geography</b>	
PK-CSS-G1	Include representations of roads, bodies of water, and buildings in their play
PK-CSS-G2	Use words to indicate directionality, position, and size
PK-CSS-G3	Develop awareness of the world around them
<b>History</b>	
PK-CSS-H1	Use words to describe time (yesterday, today, tomorrow)

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### §503. Creative Arts Development

<b>Creative Arts Development—Music and Movement</b>	
<b>Music Appreciation</b>	
PK-MM-MA1	Listen to a variety of musical genre – jazz, classical, country, lullaby, patriotic, instrumental, vocal, etc.
PK-MM-MA2	Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern
<b>Music Expression</b>	
PK-MM-ME1	Use music as an avenue to express thoughts, feelings, and energy
PK-MM-ME2	Participate in group singing, fingerplays, rhymes, poetry, and rhythm
<b>Creative Movement</b>	
PK-MM-CM1	Observe various forms of movement
PK-MM-CM2	Communicate words or concepts through movement
PK-MM-CM3	Show creativity using their bodies (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn)
<b>Creative Arts Development – Visual Arts</b>	
<b>Visual Arts Appreciation</b>	
PK-VA-VA1	Observe various forms of art expression (paintings, drawings, sculpture, prints, collages, and other art forms)
PK-VA-VA2	Share various forms of art (sculpture, pencils, watercolors, clay, collage, pen and ink, etc.) found in their environment
<b>Creative Expression</b>	
PK-VA-CE1	Participate in individual and group art activities
<b>Creative Arts Development – Dramatic Arts</b>	
<b>Dramatic Appreciation</b>	
PK-DA-DA1	Attend a variety of dramatic performances
PK-DA-DA2	Participate in discussions of dramatic performances
<b>Dramatic Expression</b>	
PK-DA-DE1	Role play or use puppets to express feelings, dramatize stories, try out social behaviors observed in adults, re-enact real-life roles and experiences
PK-DA-DE2	Participate in activities using symbolic materials and gestures to represent real objects and situations

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### §505. Health and Physical Development

<b>Health and Physical Development - Health</b>	
<b>Health and Hygiene</b>	
PK-HP-HH1	Show awareness of healthy lifestyle practices
PK-HP-HH2	Show awareness of good hygiene and personal care

Nutrition	
PK-HP-N1	Exhibit knowledge that some foods are better for your body than others
Safety	
PK-HP-S1	Identify harmful objects, substances, or behaviors
PK-HP-S2	Be aware of and follow universal safety rules
Health and Physical Development—Physical	
Gross Motor	
PK-HP-GM1	Exhibit body coordination and strength
PK-HP-GM2	Exhibit balance and spatial awareness
Fine Motor	
PK-HP-FM1	Strengthen and control small muscles in hands
PK-HP-FM2	Exhibit manual coordination
PK-HP-FM3	Participate in eye-hand coordination activities

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2341 (November 2003).

### §507. Language and Literacy Development

Language and Literacy Development	
Listening	
PK-LL-L1	Listen with understanding to directions and conversations
PK-LL-L2	Follow directions that involve two- or three-step sequence of actions
PK-LL-L3	Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness
PK-LL-L4	Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books
PK-LL-L5	Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information
Speaking	
PK-LL-S1	Develop and expand expressive language skills
PK-LL-S2	Use new vocabulary in spontaneous speech
PK-LL-S3	Develop appropriate listening skills
Reading	
PK-LL-R1	Actively engage in reading experiences
PK-LL-R2	Retell information from a story
PK-LL-R3	Demonstrate an understanding of print concepts and beginning alphabetic knowledge
PK-LL-R4	Use emerging reading skills to make meaning from print
Writing	
PK-LL-W1	Experiment with a variety of writing tools, materials, and surfaces
PK-LL-W2	Use forms of shapes and letter-like symbols to convey ideas
PK-LL-W3	Participate in a variety of writing activities focused on meaningful words and print in the environment
PK-LL-W4	Demonstrate an interest in using writing for a purpose

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6.A(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:2341 (November 2003).

### §509. Social and Emotional Development

Social and Emotional Development	
Self-Esteem	
PK-SE-SE1	Respond to own name
PK-SE-SE2	Stand up for own rights in an appropriate manner
PK-SE-SE3	Recognize and express own feelings and respond appropriately (all emotions - happiness, surprise, anger, etc.)
PK-SE-SE4	Demonstrate appropriate behaviors when completing a task or solving a problem
Attitude	
PK-SE-A1	Separate easily from parent
PK-SE-A2	Play well with other children
PK-SE-A3	Respond sympathetically to peers who are in need
PK-SE-A4	Recognize the feelings of others and respond appropriately
Cooperation	
PK-SE-C1	Develop increasing abilities to give and take in interactions
PK-SE-C2	Work or play cooperatively with others with minimal direction
PK-SE-C3	Respond appropriately during teacher-guided and child-initiated activities
PK-SE-C4	Use conflict resolution strategies
PK-SE-C5	Ask and answer relevant questions and share experiences individually and in groups
Pro-Social Behavior	
PK-SE-PB1	Show progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming self, others, or property
PK-SE-PB2	Develop a growing understanding of how their actions affect others and begin to accept consequences of their actions
PK-SE-PB3	Demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully
Family	
PK-SE-F1	Demonstrate knowledge of personal information
PK-SE-F2	Identify family composition and describe roles of family members
PK-SE-F3	Discuss family traditions, practices and cultural roots of family members
Diversity	
PK-SE-D1	Recognize themselves as unique individuals and become aware of the uniqueness of others
PK-SE-D2	Demonstrate emerging awareness and respect for culture and ethnicity
PK-SE-D3	Demonstrate emerging awareness and respect for abilities and disabilities
PK-SE-D4	Begin to demonstrate an understanding of social justice and social action issues

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