



Project Learning Tree Head Start Child Outcomes Framework Correlations

This chart references the Minnesota Project Learning Tree Early Childhood Supplement for early childhood education to the Head Start Child Outcomes Framework domains and indicators. Starred items () indicate the 4 domain elements and 9 indicators that are legislatively mandated. The Head Start Child Outcomes Framework is attached following this reference document.*

NAME OF UNIT	PAGE #	ACTIVITY	DOMAIN/DOMAIN ELEMENT/INDICATOR
The Shape of Things	3	Overview/Background	Teacher information.
	3	Main Activity/I Spy	1A1; 1A2; 1A*3; 1A*4; 1B*1; 3B1; 3B2; 3C1; 4A2; 4B1
	3	Literary Enhancement (if child is asked to write the name of the shape)	1A1; 1A2; 2*C3; 2D1; 2D3; 2D4
	3	Variation	1A1; 1AB; 1A*3; 1A*4; 1B*1; 3B1; 3B2; 3C1; 3C2; 3C3; 4A2; 4B1
	4	Music and Movement	1A1; 1A2; 2*C1; 2C*5; 3B1; 5A1; 8A1
	4	Art/Clay Pictures	1A1; 1A2; 3B1; 3B3; 4A1; 4B4; 5B1
	5	Variation/Clay Pictures	1A1; 1A2; 3B1; 3B3; 4B1; 4B2; 5B1
	5	Snack	1A1; 1A2; 3B1; 3B3; 8B1; 8C1; 8C3
	5	Cognitive Activity: Leaf Match Game	1A1; 1A2; 3B1; 3B3; 3C2
	5	Literary Enhancement	1A1; 1A2; 2*C3; 2D1; 2D3; 2D4
	5	Enrichment	1A1; 1A2; 1A*3; 3B5; 3C3; 4B1; 5B1; 5B2
	5	Reflection Question	3B1; 3B3; 6A1; 6C1; 6D1
	5	Books	(Suggested reading list) 2*A; 2*B; 2*C
Signs of Fall	6	Overview/Background	Teacher information
	6	Main Activity/Color Walk	1A1; 1AB; 1A*3; 1A*4; 1B*1; 3B1; 3C1; 4A2; 4B1
	6	Enrichment/Color Walk	1A1; 1A2; 1A*3; 1A*4; 1B*1; 3B1; 3B2; 3C1; 4A2; 4B1; 6A1
	6	Music and Movement/Dancing Leaves	1A1; 1A2; 5A1
	6	Music and movement/Red Rover Colored Leaf Game	1A1; 1A2; 5C1; 6A3; 6C1; 6C3; 6D1; 8A1; 8A2
	7	Literary Enhancement	1A1; 1A2; 2*C3; 2D1; 2D3; 2D4
Signs of Fall cont.	7	Art/ Dried Leaf Pictures	1A1; 1A2; 3B1; 3B3; 4A2; 5B1; 8B3

NAME OF UNIT	PAGE #	ACTIVITY	DOMAIN/DOMAIN ELEMENT/INDICATOR
	7	Snack	1A1; 1A2; 3B1; 8B1:8C1
	8	Cognitive Activity/Leaf Color Graphing	1A1; 1A2; 1A*3; 1A*4; 3*A1; 3*A2; 3*A3; 3*A5; 3C2; 4A2; 4A4; 7B1;
	8	Literary Enhancement	1A1; 1A2; 2*C3; 2D1; 2D3; 2D4
	8	Reflection Questions	1B1; 1B2; 3B1; 3B3; 4A2; 4B1; 6A1; 6C1; 6D1
Get in Touch With Trees	9	Overview/Background	Teacher information
	9	Main Activity/Mystery Objects	1A1; 1A2; 1A*3; 1A*4; 1B*1; 1B*3; 1B*5; 3B1; 3B3; 3C3; 4A1; 4A2; 4A3; 4B1; 4B3??
	10	Music and Movement/Texture Walk	1A1; 1A2; 1A*3; 1A*4; 1B*1; 1B*5; 3C3; 4A2; 4A3; 4B1; 5A1; 6A1; 6C1; 6C3; 6D1
	10	Art/Texture Rubbings	1A1; 1A2; 1A*3; 1A*4; 1B*1; 1B*3; 4A1; 4A2; 4B1; 5B1; 6B3; 6C1; 6C3
	10	Literary Enhancement	1A1; 1A2; 2*C3; 2D1; 2D3; 2D4
	11	Snack/Textured Gorp	1A1; 1A2; 1A*3; 1A*4; 4A1; 4A3; 6A1; 8C3
	11	Cognitive Activity/Texture Cards	1A1; 1A2; 1A*3; 1A*4; 3B4; 4A1; 4A2
	11	Literary Enhancement	1A1; 1A2; 2*C3; 2D1; 2D3; 2D4
	11	Reflection Questions	3B1; 3B3; 4A2; 4A4; 4B1; 6A1; 6C1; 6D1
	11	Books	(Suggested reading list) 2*A; 2*B; 2*C
Adopt a Tree	12	Overview/Background	Teacher information
	12-13	Main Activity/A Tree For You and Me	1A1; 1A2; 1A*3; 1A*4; 1B*1; 1B2; 1B*3???; 4A1; 4A2; 4B1; 4B3; 4B4; 7A3; 7B1; 7C2
	13	Enrichment	1A1; 1A2; 1A*3; 1A*4; 4A1; 4A2; 4B1
	13	Music and Movement	1A1; 1A2; 1A*3; 1A*4; 5A1; 5C1
	13-14	Art/Tree Frames	1A1; 1A2; 1A*3; 1A*4; 4A1; 4A2; 4B1; 5B1???
	14	Snack/Picnic Under a Tree	1A1; 1A2; 1A*3; 1A*4; 1B*1; 4A1; 4A3; 4B2
	14	Reflection Questions	3B1; 3B3; 6A1; 6C1; 6D1
	14	Books	(Suggested reading list) 2*A; 2*B; 2*C
	14-16	Extended Seasonal Activities	1A1; 1A2; 1A*3; 1A*4; 3B1; 4A1; 4A2; 4B1; 4B3; 4B4???
To Be a Tree	17	Overview/Background	Teacher information
	17	Main Activity/To Be a Tree	1A1; 1A2; 1A*3; 1A*4; 1B*1; 1B2; 4A1; 4A2; 4B1; 5B1;

NAME OF UNIT	PAGE #	ACTIVITY	DOMAIN/DOMAIN ELEMENT/INDICATOR
			5B2; 6B3; 6C1; 6C3; 8B1
	18	Enrichment	1A1; 1A2; 1A*3; 1A*4; 2*C1; 2*C2; 2D1; 2D2
	18	Music and Movement	1A1; 1A2; 1A*3; 1A*4; 3B5; 5A1; 5C1
	18	Books	(Suggested reading list) 2*A; 2*B; 2*C
	19	Art/Leaf and Bark Rubbings	1A1; 1A2; 1A*3; 1A*4; 4A1; 4A2; 4B1; 5B1; 6B3; 6C1; 6C3
	19	Snack/Build a Tree	1A1; 1A2; 1A*3; 1A*4; 4A1; 4A2; 4B1; 4A1; 4A3
	19	Cognitive Activity	1A1; 1A2; 1A*3; 1A*4; 4A2; 4A3; 4A5; 5B1; 5B2
	19	Reflection Questions	1B*1; 1B2; 4B1; 4B3; 6A1; 6C1; 6D1
Trees as Habitats	20	Overview/Background	Teacher information
	20	Main Activity; Who Lives Here?	1A1; 1A2; 1A*3; 1A*4; 3B5; 4A1; 4A2; 4A4; 4B1; 7A3; 7A4; 7C3; 8A1
	21-22	Music and Movement	1A1; 1A2; 1A*3; 1A*4; 4B1; 5A1; 5C1; 5D1; 5D2
	22	Variation	1A1; 1A2; 1A*3; 1A*4; 4B1; 5A1; 5C1; 5D1; 5D2
	22	Enrichment	1A1; 1A2; 1A*3; 1A*4; 4B1; 5A1; 5C1; 5D1; 5D2
	22	Good Night Owl Simulation	1A1; 1A2; 1A*3; 1A*4; 1B*1; 2*B1; 2*B2; 4B1; 5D1
	22	Enrichment	1A1; 1A2; 1A*3; 1A*4; 2*B1; 2*B2; 4B1
	23	Art/Pine Cone Feeders	1A1; 1A2; 1A*3; 1A*4; 4A1; 4A2; 4B1; 4A1; 4A3
	23	Snack/Bugs in the Bark	8C1
	23	Reflection Questions	3B1; 3B3; 6A1; 6C1; 6D1
	23	Books	(Suggested reading list) 2*A; 2*B; 2*C
Nature Adventure	24	Overview/Background	Teacher information
	24	Main Activity/Let's Go on a Nature Adventure	1A1; 1A2; 1A*3; 1A*4; 3B1; 4A1; 4A2; 4A3; 4A4; 4B1; 4B2; 6A1; 6C1; 6D1; 7C3
	24-25	Music and Movement/Nature Adventure Song and What Do You Hear?	1A1; 1A2; 1A*3; 1A*4; 4B1; 5A1
	25	Art/Magic Scopes	1A1; 1A2; 1A*3; 1A*4; 5B1; 5B2; 8B1; 8B2
	25	Snack/Apple Smiles	1A1; 1A2; 1A*3; 1A*4; 6C1; 6D1; 8B1
	26	Cognitive Activity	1A1; 1A2; 1A*3; 1A*4; 3B1; 4A1; 4A2; 4A3; 4B1; 5B1
	26	Enrichment	1A1; 1A2; 1A*3; 1A*4; 1B*1; 1B2; 4A1; 4A2; 4A3; 4B1; 5B1
	26	Reflection Questions	3B1; 3B3; 6A1; 6C1; 6D1




NAME OF UNIT	PAGE #	ACTIVITY	DOMAIN/DOMAIN ELEMENT/INDICATOR
Continued	26	Books	(Suggested reading list) 2*A; 2*B; 2*C
Every Tree for Itself	27	Overview/Background	Teacher information
	27-28	Main Activity/Let's Grow Into a Tree	1A1; 1A2; 1A*3; 1A*4; 1B*1; 4A1; 4A2; 4B1; 5B1; 5A1; 5D1; 7A3; 8A1
	28	Literary Enhancement	1A1; 1A2; 2*C3; 2D1; 2D3; 2D4
	28	Music and Movement	1A1; 1A2; 1A*3; 1A*4; 5A1; 5C1
	28-29	Art/Finger Painting With Soil	1A1; 1A2; 1A*3; 1A*4; 4A1; 4A2; 4A3; 4B1; 5B1; 6C1; 6D1
	29	Enrichment	1A1; 1A2; 1A*3; 1A*4; 4A1; 4B1; 5B1; 6D1
	29	Snack/Edible Soil	1A1; 1A2; 1A*3; 1A*4; 6C1; 6D1; 8B1
	29	Extension Activity	1A1; 1A2; 1A*3; 1A*4; 6D1
	29	Cognitive Activity/Cooperative Tree Building	1A1; 1A2; 1A*3; 1A*4; 6C1; 6C2; 6C3
	29	Enrichment	1A1; 1A2; 1A*3; 1A*4; 4A1; 4B1
	30	Reflection Questions	3A1; 3B1; 3B3; 4A2; 6A1; 6C1; 6D1
	30	Books	(Suggested reading list) 2*A; 2*B; 2*C
How Big Is Your Tree?	31	Overview/Background	Teacher information
	31	Main Activity/Measuring fun	1A1; 1A2; 1A*3; 1A*4; 3*A1; 3*A2; 3B1; 3C2; 4A1; 4A2; 4A3; 4A4; 4B1; 6C1; 6C3
	31	Enrichment	1A1; 1A2; 1A*3; 1A*4; 3*A1; 3*A2; 3B1; 4A1; 4A2; 4A3; 4A4; 4B1; 6C1; 6C3
	32	Music and Movement/Count With Me	1A1; 1A2; 1A*3; 1A*4; 3*A1; 3*A2; 3*A3; 3*A4; 5A1; 8A1; 8C1; 8C2
	32	Enrichment	1A1; 1A2; 1A*3; 1A*4; 3*A1; 3*A2; 3*A3; 3*A4; 5A1; 8A1
	32-33	Art/Apple Trees	1A1; 1A2; 1A*3; 1A*4; 6C1; 6D1
	33	Variation	1A1; 1A2; 1A*3; 1A*4; 4A2; 6C1; 6D1
	33	Snack/Fruit Kabobs	1A1; 1A2; 1A*3; 1A*4; 3A1; 3A2; 6C1; 6D1; 8B1
	33	Literary Enrichment	1A1; 1A2; 2*C3; 2D1; 2D3; 2D4
	33	Cognitive Activity/Leaf and Hand Sizing	1A1; 1A2; 1A*3; 1A*4; 3B1; 3B2; 4A1; 4B1; 8B1; 8B2
How Big Is Your Tree? Continued	34	Reflection Questions	1B*1; 1B2; 3B1; 3B3; 4A2; 4B1; 6A1; 6C1; 6D1
	34	Books	(Suggested reading list) 2*A; 2*B; 2*C

NAME OF UNIT	PAGE #	ACTIVITY	DOMAIN/DOMAIN ELEMENT/INDICATOR
Tree Life Cycle	35	Overview/Background	Teacher information
	35	Main Activity/The Life of a Tree	1A1; 1A2; 1A*3; 1A*4; 5A1; 5D1; 5D2; 6D1
	35	Variation	1A1; 1A2; 1A*3; 1A*4; 5A1; 5D1; 5D2; 6D1
	35	Enrichment	6A1
	35-36	Music and Movement/A Seed Becomes a Tree	1A1; 1A2; 1A*3; 1A*4; 5A1; 5D1; 5D2; 6D1
	36	Snack/Fruit Fondue	1A1; 1A2; 1A*3; 1A*4; 6C1; 6D1; 8B1
	36	Cognitive Activity/Sequencing Fun	1A1; 1A2; 1A*3; 1A*4; 3B4; 3C1; 3C2; 5D1; 5D2; 6D1
	36	Variation	1A1; 1A2; 1A*3; 1A*4; 3B4; 3C1; 3C2; 5D1; 5D2; 6D1
	37	Enrichment	1A1; 1A2; 1A*3; 1A*4; 3B4; 3C1; 3C2; 5D1; 5D2; 6D1
	37	Reflection Questions	1B*1; 3B1; 3B3; 6A1; 6C1; 6D1
	37	Books	(Suggested reading list) 2*A; 2*B; 2*C
What Can You Hear in the Forest?	38	Overview/Background	Teacher information
	38	Main Activity/Forest Tunes	1A1; 1A2; 1A*3; 1A*4; 4B1; 5A1; 5A2; 5C1; 5C2
	38	Adaptation	1A1; 1A2; 1A*3; 1A*4; 4B1; 5A1; 6E4
	38-39	Music and Movement/In The Forest	1A1; 1A2; 1A*3; 1A*4; 4B1; 5A1
	39	Enrichment	1A1; 1A2; 1A*3; 1A*4; 4B1; 5A1
	39	Crossing the Babbling Brook	1A1; 1A2; 1A*3; 1A*4; 3B5; 4B1; 5C1; 5D1; 5D2; 8A1
	39	Art/Rain Sticks	1A1; 1A2; 1A*3; 1A*4; 5D1; 6C1; 6D1
	39-40	Snack/Friendship Fruit Salad	1A1; 1A2; 1A*3; 1A*4; 6C1; 6D1; 8B1
	40	Enrichment	6C1; 6D1
	40	Cognitive Activity	1A1; 1A2; 1A*3; 1A*4; 4A1; 4A2; 4A3; 4A5; 4B1
	40	Enrichment	4A2; 4A3
	40	Reflection Questions	1B*1; 1B2; 3B1; 3B3; 4A2; 6A1; 6C1; 6D1
	40	Books	(Suggested reading list) 2*A; 2*B; 2*C
Appendices	41-60	Copy Pages, The Early Childhood Learner, PLT Conceptual Framework, Annotated Book List and Resource Lists	Teacher information and resources.


Head Start Child Outcomes Framework

The U.S. Department of Health and Human Services Head Start Bureau has identified the following framework of domains and the indicators for child development. Starred () items are the 4 Domain Elements and the 9 Indicators that are legislatively mandated.*

DOMAIN	DOMAIN ELEMENT	INDICATORS
1. Language Development	A. Listening & Understanding	1. Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. 2. Shows progress in understanding and following simple and multiple step directions. *3. Understands an increasingly complex and varied vocabulary. *4. For non-English speaking children, progresses in listening to and understanding English.
	B. Speaking & Communicating	*1. Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes. 2. Progresses in abilities to initiate and respond appropriately in conversation and discussion with peers and adults. *3. Uses an increasingly complex and varied spoken vocabulary. 4. Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. *5. For non-English speaking children, progresses in speaking English.

DOMAIN	DOMAIN ELEMENT	INDICATORS
2. Literacy	 A. Phonological Awareness	1. Shows increasing ability to discriminate and identify sounds in spoken language. 2. Shows growing awareness of beginning and ending sounds of words. 3. Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. 4. Shows growing ability to hear and discriminate separate syllables in words. *5. Associates sounds with written words, such as awareness that different words begin with the same sound.
	 B. Book Knowledge & Appreciation	1. Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry. 2. Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. 3. Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. 4. Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.
	 C. Print Awareness & Concepts	1. Shows increasing awareness of print in classroom, home, and community settings. 2. Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. 3. Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. 4. Shows progress in recognizing the association between spoken and written words by following print as it is read aloud. *5. Recognizes a word as a unit of print, or awareness that letters are grouped to form Words, and that words are separated by spaces.

2. Literacy Continued	D. Early Writing	<ol style="list-style-type: none"> 1. Develops understanding that writing is a way of communicating for a variety of purposes. 2. Begins to represent stories and experiences through pictures, dictation, and in play. 3. Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. 4. Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
	E. Alphabet Knowledge	<ol style="list-style-type: none"> 1. Shows progress in associating the names of letters with their shapes and sounds. 2. Increases in ability to notice the beginning letters in familiar words. *3. Identifies at least 10 letters of the alphabet, especially those in their own name. *4. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

DOMAIN	DOMAIN ELEMENT	INDICATORS
3. Mathematics	 A. Number & Operations	<ol style="list-style-type: none"> 1. Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quality. 2. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. 3. Develops increasing ability to count in sequence to 10 and beyond. 4. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. 5. Develops increased abilities to combine, separate and name “how many” concrete objects.
	B. Geometry & Spatial Sense	<ol style="list-style-type: none"> 1. Begins to recognize, describe, compare, and name common shapes, their parts and attributes. 2. Progresses in ability to put together and take apart shapes. 3. Begins to be able to determine whether or not two shapes are the same size and shape. 4. Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size. 5. Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, out-side, in front, and behind.
	C. Patterns & Measurement	<ol style="list-style-type: none"> 1. Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials. 2. Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. 3. Begins to make comparisons between several objects based on a single attribute. 4. Shows progress in using standards and non-standard measures for length and are of objects.

DOMAIN	DOMAIN ELEMENT	INDICATORS
4. Science	A. Scientific Skills & Methods	<ol style="list-style-type: none"> 1. Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. 2. Develops increased ability to observe and discuss common properties, differences and comparisons, and form generalizations. 3. Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations. 4. Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts. 5. Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
	B. Scientific Knowledge	<ol style="list-style-type: none"> 1. Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. 2. Expands knowledge of and respect for their bodies and the environment. 3. Develops growing awareness of ideas and language related to attributes of time and temperature. 4. Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

DOMAIN	DOMAIN ELEMENT	INDICATORS
5. Creative Arts	A. Music	<ol style="list-style-type: none"> 1. Participates with increasing interest and enjoyment in a variety of music activities, including: Listening, singing, finger plays, games, and performances. 2. Experiments with a variety of musical instruments.
	B. Art	<ol style="list-style-type: none"> 1. Gains ability in using different art media and materials in a variety of ways for creative expression and representation. 2. Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic. 3. Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.
	C. Movement	<ol style="list-style-type: none"> 1. Expresses through movement and dancing what is felt and heard in various musical tempos and styles. 2. Shows growth in moving in time to different patterns of beat and rhythm in music.
	D. Dramatic Play	<ol style="list-style-type: none"> 1. Participates in a variety of dramatic play activities that become more extended and complex. 2. Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations

DOMAIN	DOMAIN ELEMENT	INDICATORS
6. Social & Emotional Development	A. Self- Concept	<ol style="list-style-type: none"> 1. Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. 2. Develops growing capacity for independence in a range of activities, routines, and tasks. 3. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
	B. Self- Control	<ol style="list-style-type: none"> 1. Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property. 2. Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. 3. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
	C. Cooperation	<ol style="list-style-type: none"> 1. Increases abilities to sustain interactions with peers by helping, sharing, and discussion. 2. Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers. 3. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.
	D. Social Relationships	<ol style="list-style-type: none"> 1. Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. 2. Shows progress in developing friendships with peers. 3. Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
	E. Knowledge of Families & Communities	<ol style="list-style-type: none"> 1. Develops ability to identify personal characteristics including gender and family composition. 2. Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. 3. Develops growing awareness of jobs and what is required to perform them. 4. Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.

DOMAIN	DOMAIN ELEMENT	INDICATORS
7. Approaches To Learning	A. Initiative & Curiosity	<ol style="list-style-type: none"> 1. Chooses to participate in an increasing variety of tasks and activities. 2. Develops increased ability to make independent choices. 3. Approaches tasks and activities with increased flexibility, imagination, and inventiveness. 4. Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
	B. Engagement & Persistence	<ol style="list-style-type: none"> 1. Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences. 2. Demonstrates increasing ability to set goals and develop and follow through on plans. 3. Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.
	C. Reasoning & Problem Solving	<ol style="list-style-type: none"> 1. Develops increasing ability to find more than one solution to a question, task, or problem. 2. Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. 3. Develops increasing abilities to classify, compare and contrast objects, events, and experiences.

DOMAIN	DOMAIN ELEMENT	INDICATORS
8. Physical Health & Development	A. Gross Motor Skills	<ol style="list-style-type: none"> 1. Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. 2. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
	B. Fine Motor Skills	<ol style="list-style-type: none"> 1. Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer. 2. Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. 3. Progresses in abilities to use writing, drawing, and art tools including pencils, markers, chalk, paint brushes, and various types of technology.
	C. Health Status & Practices	<ol style="list-style-type: none"> 1. Progresses in physical growth, strength, stamina, and flexibility. 2. Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness. 3. Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting. 4. Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic, and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.