

HAWAI`I PRESCHOOL CONTENT STANDARDS

(CURRICULUM FRAMEWORK FOR
PROGRAMS FOR FOUR-YEAR-OLDS)

HAWAII GOOD BEGINNINGS
INTERDEPARTMENTAL COUNCIL
SCHOOL READINESS TASK FORCE

SECTION I: INTRODUCTION

Background

Experiences in the early years lay the foundation for school success and lifelong learning. Educators and policy makers in Hawai`i are therefore committed to implementing the first goal of the National Goals Panel, "*All children in America should start school ready to learn.*" (In Hawai`i, as in many other states, the term "ready to learn" has been changed to "ready to succeed" in recognition of the fact that learning begins at birth.) A state level School Readiness Task Force was created to support this goal. Under its auspices, a definition of school readiness became law in Hawai`i in April 2002. The law states that,

Children are ready to have successful learning experiences in school when there is a positive interaction of the child's developmental characteristics, school practices, and family and community support.

The definition of school readiness is one of shared responsibility and accountability. It indicates a growing recognition that schools, families, and communities must provide children with the assistance they need to become successful learners. This document focuses on the child development component of the definition. School and community responsibility are addressed in other places.

Organization and Purpose of this Document

In order to support and promote school readiness as defined by law, the School Readiness Task Force recommended that content standards¹ be developed and adopted to guide preschool curriculum. *The Hawai`i Preschool Content Standards* are presented here. They are organized into three sections. The first introduces the purpose, scope and structure of the standards document. The second, *Guiding Principles*, provides the context for the document, describing what early childhood programs should be like and how young children learn best. The third section, *Content Standards*, is organized into broad developmental domains and describes opportunities that should be provided in preschools to support children's acquisition of important attitudes, knowledge, and skills.

The *Standards* are intended as a *guide* for designing meaningful and appropriate curriculum for four-year-olds. They are not intended to be used as curriculum (planned learning experiences) or as assessment (evaluation of children's development and learning).

The *Standards* are organized into five broad developmental domains, two of which are further divided into subject areas.

- I. Physical Development, Health & Safety
- II. Personal & Social Development
- III. Communication, Language Development & Literacy
- IV. Cognitive Development
 - Symbolic Play
 - Mathematics
 - Science
 - Social Studies
- V. Creative Development
 - Art
 - Music
 - Creative Movement/Drama
 - Aesthetic Appreciation

¹ Content standards are statements that define what students should know, be able to do, and care about in a number of areas of development (Hawaii DOE, 1999).

Each of the standards will lead to worthwhile learning experiences and all of the domains and subject areas should be addressed in every program for four-year-olds. Domains and subject areas are categories that educators use to organize school content. Children don't make these distinctions; they experience the world as a whole. Since there are in reality no clear demarcations between domains and subject areas, the content standards and performance indicators overlap each other.

The pages that address the standards are divided into three columns. The first column contains the content standards—the opportunities that teachers and programs should provide to help children develop knowledge, skills, and attitudes. When a preschool program addresses these standards in its curriculum, children will have a well-rounded educational experience and should be prepared to benefit from and succeed in a developmentally appropriate kindergarten program.

The second column, *Example Performance Indicators*, indicates some things that children do to demonstrate that they are acquiring the knowledge, skills and attitudes addressed in the standards. Preschool teachers can tell what children are learning as they observe their play and work, talk and listen to children and families, and look at children's products (e.g. block buildings, artwork, emergent writing). Because children's play provides valuable information about their learning, play examples are included as indicators. These are not comprehensive lists of things each child must accomplish. There are many other ways, in addition to those listed, for children to show what they are learning.

The third column contains the Hawai'i Department of Education General Learner Outcomes (GLOs) and Content and Performance Standards (HCPS III) that best corresponds to each of the preschool standards. Since many preschool children in Hawai'i will attend public school kindergartens, preschool teachers may find this information helpful. Since some areas of preschool content do not correspond with elementary school curriculum content standards, not every preschool standard has a counterpart in the DOE standards.

<p>CONTENT STANDARDS Preschool programs provide children with opportunities to:</p>	<p>EXAMPLE PERFORMANCE INDICATORS Some things a child does to demonstrate competency:</p>	<p>Hawai'i DOE GLOs and Content and Performance Standards</p>
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The content standards are written as general goals for programs and children that early childhood educators can strive to accomplish. Many kinds of curriculums and assessments that address the standards can be selected and implemented. Used as a guide, the standards are appropriate for all preschool programs in Hawai'i—public and private. They are also appropriate, with modifications, for children with special needs.

SECTION II: GUIDING PRINCIPLES

The following guiding principles incorporate what is known about how young children learn. If standards are to be implemented in ways that are beneficial to children it is essential that preschool programs embrace these principles. Early childhood educators need to: understand how children grow and learn, know how to provide an environment and experiences that foster learning, be familiar with subject areas taught in preschool programs, and understand the values and cultures of the communities in which they teach.

1. **Programs should be designed to support the development of the “whole child”.** This means programs need to:
 - provide experiences that address social, emotional, cognitive and physical aspects of development;
 - be balanced so that each area of development is given support;
 - provide well-designed indoor and outdoor learning environments;
 - ensure that throughout each day children have opportunities for active play, rest, nutrition, and other health routines.

2. **Every child has a unique combination of characteristics, background, and experiences.** This means that early childhood educators should:
 - consider the age, developmental stage, cultural background, learning styles, interests, and abilities of the group of children in the design of the environment and learning experiences;
 - be responsive to individual children’s interests, needs and learning styles;
 - expect a wide range of abilities and interests within every group of young children;
 - understand that each child will engage with learning experiences at his or her own pace and in his or her own way.

3. **Families are the primary caregivers and educators of their young children.** This means that early childhood educators should:
 - work collaboratively with families to ensure that children are provided optimal learning experiences;
 - provide families with information they need to support children’s learning and development;
 - involve families in their child’s learning;
 - make families aware of program goals, and expectations for children’s accomplishments.

4. **Young children’s feelings and relationships are as important as their thinking.** This means that early childhood educators should:
 - value and respect each child;
 - nurture consistent, positive relationships;
 - acknowledge children’s progress;
 - recognize the importance of helping each child understand and appreciate his or her unique characteristics and those of others.

5. **Children learn best through play, active exploration of their environment, and thoughtfully planned activities.** This means that early childhood educators should design learning environments and experiences that:
 - are interesting, meaningful, and stimulating;
 - support child-initiated play and exploration (books, blocks, puzzles, manipulative materials, sand, dress-up clothes, etc.);
 - nurture the natural curiosity and exuberance of childhood;
 - provide time for child-initiated learning;
 - promote children's knowledge and skills in all of the five domains.

6. **Children experience the world as a whole.** This means that early childhood educators should:
 - provide interesting and worthwhile experiences that help children understand the world;
 - help children develop skills in the context of meaningful activities rather than in isolation;
 - integrate content across subject areas rather than as discrete subjects.

7. **Assessment should be used to improve children's educational experiences.** This means that teachers should:
 - conduct assessment themselves within the daily program;
 - use observations, examples of children's work, and other methods that provide an in-depth picture of a child's learning and development;
 - make decisions concerning children's needs and progress based on a number of sources of data;
 - use assessment information to inform families about their child's progress;
 - evaluate a child's progress based primarily on strengths and improvement over time.

8. **Children learn from adult models.** This means that early childhood educators should model:
 - speaking, listening, reading and writing;
 - curiosity and an inquiring attitude;
 - kindness, caring and respect for others;
 - resourcefulness and problem-solving;
 - constructive ways to handle problems and conflicts;
 - creativity and appreciation for the arts.

9. **Children learn from one another as well as from adults.** This means that early childhood educators should provide opportunities for children to:
 - play and work with one another;
 - cooperate in small groups;
 - learn social skills;
 - develop a sense of community.

10. **Children with special needs and those who do not speak English develop best in inclusive preschool programs.** This means that early childhood educators should:
 - welcome all children into their programs;
 - provide a flexible program that can include children with a wide range of backgrounds and abilities;

- modify activities for typical children to make them appropriate for a range of abilities.

SECTION III: CONTENT STANDARDS

DOMAIN I: PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

This domain focuses on physical development as an integral part of children's well-being and ability to function in school. The components are health; safety; self-help skills; sensory, small, and large muscle development.

Curriculum activities for safety and health should be an integral part of the preschool day. These include such things as washing hands after toileting and before eating, and learning and following safety rules.

The body is a young child's connection to the world. Sensory, small, and large muscle development are prerequisites to many areas of competence. Attention to these areas allows children to experience and explore the world around them and enhances their sense of control and competence as learners.

A curriculum for developing small muscles involves activities that build control, agility, strength, and coordination of the hands, fingers, and wrists, and coordination of eye and hand muscles. A curriculum for large muscle development helps children gain and maintain physical skills and abilities that involve the muscles of the arms and legs, their coordination, and overall body movement. Children must learn to move and must also move in order to learn.

The components of this domain are foundational for success in school. The components are stated as standards that highlight key areas in which preschool programs should provide opportunities for children to develop and learn.

Content standards in Physical Development, Health and Safety are that preschool programs provide opportunities for children to:

- Standard 1:** Develop health awareness and skills.
- Standard 2:** Learn and follow basic safety rules.
- Standard 3:** Acquire basic self-help skills and routines.
- Standard 4:** Increase sensory awareness.
- Standard 5:** Develop strength and coordination of small muscles.
- Standard 6:** Develop strength and coordination of large muscles.

DOMAIN I: PHYSICAL DEVELOPMENT, HEALTH AND SAFETY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	EXAMPLE PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	Hawai'i DOE Content and Performance Standards
Standard 1: Develop health awareness and skills.	<ul style="list-style-type: none"> • Wash hands when needed (such as before eating and after using toilet) • Cover mouth when coughing or sneezing • Demonstrate awareness that some foods help their bodies to grow and be healthy (<i>I am drinking all of my milk because it makes my bones strong</i>) • Indicate awareness that his/her body needs exercise and rest. • Choose challenging new physical activities. 	Health: Self-Management Practice health-enhancing behaviors and reduce health risks. Health: Interpersonal Communication Use interpersonal communication skills to enhance health. Health: Core Concepts
Standard 2: Learn and follow basic safety rules.	<ul style="list-style-type: none"> • Know how to seek help in an emergency (phone 911, give name, address and phone number). • Know procedures for fire safety (evacuate, stop and roll), field trip safety (hold hands, stay with the group); and travel safety (use seat belts, cross street with an adult). • Recognize everyday dangers (such as stove, knives, matches medicines and poisons) and follow rules regarding them. 	Understand concepts related to health promotion & disease prevention. Health: Accessing Information Assess valid health information and health: promoting products and services.
Standard 3: Acquire basic self help skills.	<ul style="list-style-type: none"> • Manage routines such as dressing self, using toilet independently, using eating utensils. • Follow routines for care of own belongings and school supplies. • Follow classroom routines for clean up. 	Health: Core Concepts Understand concepts related to health promotion and disease prevention
Standard 4: Increase sensory awareness.	<ul style="list-style-type: none"> • Explore and experiment using various sensory media in play (water, sand, paint, mud, rice). • Begin to identify and discriminate among sensory stimuli (tastes, sounds, textures etc.). 	Health: Interpersonal Communication Use interpersonal communication skills to enhance health.
Standard 5: Develop strength and coordination of small muscles.	<ul style="list-style-type: none"> • Participate and demonstrate increasing skill in activities that require small muscle strength (such as cutting, hammering, using tools for play dough, building with blocks). • Show beginning control of tools (such as scissors, pencils, brushes, markers, tongs). • Demonstrate increasing skill in hand-eye coordination in activities like puzzles, stringing beads, tracing shapes and letters, and using manipulatives like Legos. 	Physical Education: Movement Forms Use motor skills and movement patterns to perform a variety of physical activities. Physical Education: Active Lifestyle Participate regularly in physical activity.

<p>Standard 6: Develop strength and coordination of large muscles.</p>	<ul style="list-style-type: none"> • Demonstrate balance skill in activities such as walking a balance beam, jumping and landing on two feet, hopping on one foot. • Display increasing strength and coordinated use of upper body and arms in activities such as throwing and catching a large ball, climbing a play structure. • Show increasing strength and coordinated use of lower body and legs in activities such as running, galloping, skipping, kicking a ball, and creative movement. • Control body in movement activities. 	<p>Physical Education: Movement Forms Use motor skills and movement patterns to perform a variety of physical activities.</p> <p>Physical Education: Active Lifestyles Participate regularly in physical activity.</p>
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DOMAIN II: PERSONAL AND SOCIAL DEVELOPMENT

This domain focuses on the development of children's understanding of themselves and others and their ability to function productively in a school setting. The components are awareness of feelings, self-concept, social relationships, approaches to learning and ability to meet school expectations.

Awareness of feelings involves children's ability to recognize events that cause certain feelings, learning how to express feelings in appropriate ways, being able to respond to and empathize with other people's feelings. Self-concept is related to a child's awareness and positive feelings about his or her own characteristics, strengths and preferences.

The development of social relationships and skills, ability to make friends, to deal constructively with conflict, and to function effectively in a group are essential components of a child's ability to participate successfully and benefit from school experiences.

How children approach learning is also related to their ability to be successful in school. This includes attitudes and habits that facilitate learning about the world around them: curiosity; openness to new things and situations; persistence; and flexibility in problem solving.

Finally, this domain includes behaviors that help children function positively in a school setting including learning routines and rules (about when to speak and listen and how to care for school property) and knowing how to transition from one activity to another,

All young children need a program that nurtures emotional security and positive self-concept, and one that promotes respect for others. Preschool staff should be respectful of children, know and use guidance techniques that support the development of self control and interpersonal problem solving, encourage and model positive approaches to learning, and set simple and consistent rules for school behavior.

The content standards in this domain are that preschool programs provide opportunities for children to:

- Standard 1:** Understand and express feelings appropriately.
- Standard 2:** Develop positive and realistic self-concept.
- Standard 3:** Develop social skills and positive peer and adult relationships.
- Standard 4:** Develop a positive and open approach to learning.
- Standard 5:** Acquire behaviors and skills expected in school.

DOMAIN II: PERSONAL AND SOCIAL DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	EXAMPLE PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	Hawai'i DOE GLOs and Content and Performance Standards
Standard 1: Understand and express feelings appropriately.	<ul style="list-style-type: none"> • Express emotions through appropriate actions and words. • Recognize and describe own feelings. • Begin to show self-control in handling frustration and disappointment. • Accept comfort and assistance from peers and familiar adults. 	General Learner Outcomes Take responsibility for one's own learning Work well with others Health: Core Concepts
Standard 2: Begin to develop a sense of self.	<ul style="list-style-type: none"> • Show satisfaction in accomplishments. • Have knowledge of own characteristics such as name, gender, age, physical traits and family roles (I am a son/daughter, brother/sister etc.). 	Understand concepts related to health promotion and disease prevention. Career and Technical Education: Career Planning
Standard 3: Develop social skills and positive peer and adult relationships.	<ul style="list-style-type: none"> • Participate in small and large-group activities. • Use simple negotiation skills to solve conflicts (<i>You can have a turn after me.</i>) • Play cooperatively with others. • Develop friendships. • Interact with ease with familiar adults and peers. • Use turn taking in conversation and in play. 	Explore and understand educational and career options in order to develop and implement personal, educational, and career goals. Health: Self-Management
Standard 4: Develop a positive and open approach to learning.	<ul style="list-style-type: none"> • Show increasing self-direction in the use of materials. • Participate willingly in school activities. • Try more than one way to solve a problem. • Persist in solving a problem or completing a task, and know when to seek help. • Choose new as well as familiar activities. 	Practice health: enhancing behaviors and reduce health risks. Health: Analyzing Influences:
Standard 5: Acquire behaviors and skills expected in school.	<ul style="list-style-type: none"> • Participate in positive ways in school activities with peers and adults. With a few reminders, child can <ul style="list-style-type: none"> • Use classroom materials appropriately (use materials properly, put toys away, handle books gently). • Follow schedule and typical classroom routines and transitions (come when called, sit attentively at circle, participate in clean up). • Follow classroom and playground rules. 	Understand the influences of culture, family, peers, media, technology, and other factors on health. Health: Interpersonal Communication Use interpersonal communication skills to enhance health.

DOMAIN III: COMMUNICATION, LANGUAGE DEVELOPMENT AND LITERACY

The emphasis of this domain is on children's acquisition of language for the purposes of communicating with others and being able to express thoughts, ideas and feelings. The domain includes listening and speaking as well as emergent reading and writing skills and concepts.

All children come to school with the ability to communicate in some language. It is important for teachers to be sensitive to whatever communication skills children bring to the classroom and to show respect for diverse language backgrounds. All children should have the opportunity to learn something about a language that is different than the one they learned at home. Children for whom English is a second language need many opportunities hear and use English in a natural and supportive environment.

All parents and teachers want children to become enthusiastic, competent users and producers of spoken and written language. Paying attention to and actively nurturing young children's language development—the words used and the complexity of sentences constructed, are critical in these early years. Teachers need to support children in recognizing and using symbols and in developing emergent reading and writing skills. An environment filled with rich spoken language and quality children's books and print are other key ingredients of a well-rounded preschool program.

The Content Standards in this domain are that preschool programs provide opportunities for children to:

Communication: Speaking and Listening

Standard 1: Use language in a variety of ways.

Standard 2: Listen with comprehension to a variety of spoken forms of language.

Language Acquisition

Standard 3: Acquire increasingly rich vocabulary and sentence structure.

Emergent Reading and Writing

Standard 4: Recognize and use symbols.

Standard 5: Enjoy and understand books.

Standard 6: Show interest in writing.

Standard 7: Acquire concepts of print.

Standard 8: Acquire emergent literacy skills while exploring print in books and the environment.

DOMAIN III: COMMUNICATION, LANGUAGE DEVELOPMENT AND LITERACY

CONTENT STANDARDS Preschool programs provide children with opportunities to:	EXAMPLE PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	Hawai'i DOE Content and Performance Standards							
Communication: Speaking and Listening		<p>World Languages: Communication: Interpersonal Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Language Arts: Oral Communication: Conventions and Skills Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal group and public for a variety of purposes.</p> <p>Language Arts: Oral Communication: Rhetoric Adapt messages appropriately to address audience, purpose, and situation.</p>							
Standard 1: Use language in a variety of ways.	Use spoken language to: <ul style="list-style-type: none"> • Tell a story or an experience. • Express thoughts, feelings, and opinions. • Ask questions. 								
Standard 2: Listen with comprehension to a variety of spoken forms of language.	<ul style="list-style-type: none"> • Understand what happened in a story that was told or that was read aloud. • Follow “everyday” conversations about here and now. • Begin to understand discussions about things that happened in other places and in the past. 								
Language Acquisition									
Standard 3: Acquire increasingly rich vocabulary and sentence structure.	<ul style="list-style-type: none"> • Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary). • Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure): <table style="margin-left: 20px; border: none;"> <tr> <td style="text-align: center;"><u>Simple</u></td> <td style="text-align: center;"><u>More Complex</u></td> </tr> <tr> <td><i>My Mom drives.</i></td> <td><i>My Mom drives me to school on rainy days</i></td> </tr> <tr> <td><i>I like school.</i></td> <td><i>I like school because my teacher is nice.</i></td> </tr> <tr> <td><i>It's hot.</i></td> <td><i>When I'm hot, I drink lots of juice and water.</i></td> </tr> </table> 	<u>Simple</u>	<u>More Complex</u>	<i>My Mom drives.</i>	<i>My Mom drives me to school on rainy days</i>	<i>I like school.</i>	<i>I like school because my teacher is nice.</i>	<i>It's hot.</i>	<i>When I'm hot, I drink lots of juice and water.</i>
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Emergent Reading and Writing		Language Arts: Reading: Conventions and Skills Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.
Standard 4: Recognize and use symbols.	<ul style="list-style-type: none"> • Use toys as symbols in play (pretend block is a telephone, makes cakes in the sandbox). • Identify picture symbols in the environment (labels on the block shelf). • Identify symbols in the wider environment (know that the big S means Safeway). 	
Standard 5: Enjoy and understand books.	<ul style="list-style-type: none"> • Demonstrate interest in books and stories read aloud. • Choose to look at books and pretend to read a book. • Participate in book reading (chime in as pattern books are read aloud). • Respond and make connections to story events and characters by relating personal feelings and experiences based on his/her culture and prior knowledge. • Show awareness and appreciation of the conventions of literature (plot, story, character. language etc.) 	Reading: Literary Response and Analysis Respond to literary texts from a range of stances: personal, interpretive, critical. Reading: Reading Comprehension Use reading strategies to construct meaning from a variety of texts.
Standard 6: Show interest in writing.	<ul style="list-style-type: none"> • Draw, scribble, and pretend to write. • Ask how to write a word or a letter. • Ask adult to write what he/she says. 	Language Arts: Writing: Convention and Skills Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms. Language Arts: Writing: Rhetoric Use rhetorical devices to craft writing appropriate to audience and purpose.
Standard 7: Acquire concepts of print.	<ul style="list-style-type: none"> • Know that print has meaning or a message. • Begin to demonstrate understanding of the concept of a letter (makes up a word), a word (several letters separated by white space). • Know how a book works (read from front to back of book; from top to bottom of page; left to right of a sentence, etc.). • Use symbols, scribbles, and letter-like forms to express ideas or words. 	
Standard 8: Acquire emergent literacy skills while exploring print in books and the environment	<ul style="list-style-type: none"> • Begin to read familiar, meaningful print in the environment such as labels and personal names. • Pretend to read familiar books. • Begin to hear and discriminate rhyming sounds, beginning consonant sounds and syllables. • Associate some letters with their sounds. 	

DOMAIN IV: COGNITIVE DEVELOPMENT

This domain addresses the children's search for meaning about the world. The subject areas of math, science and social studies provide many rich opportunities for the development of children's thinking (though cognitive development occurs in other areas as well). Young children learn about the world by doing—by playing with, observing, and manipulating objects, and by interacting with one another, adults and their environment. Through these activities children inquire (seek information) and construct understanding that helps them understand the physical and social world in which they live. As they engage in these areas of curriculum children develop concepts that help them organize facts, gain knowledge and organize their ideas.

Teachers support children's cognitive development by giving them many direct experiences through learning trips, hands-on activities, open ended questions, opportunities to talk and write about what they are learning and observing, and opportunities to represent their experiences in a variety of ways including blocks, dramatic play, drawing and painting.

Symbolic Play

Play is the primary medium through which children come to make sense of their experiences and construct their concepts about the world. The ability to pretend and use symbols in play has a critical role in the development of symbolic thought and the eventual ability to think abstractly. Thinking skills, reasoning, and problem solving skills used in the subject areas of math, science and social studies are all developed through play.

Content Standards for symbolic play are that preschool programs provide opportunities for children to:

Standard 1: Represent fantasy and real-life experiences through pretend play.

Standard 2: Engage in sustained symbolic play with other children.

Mathematics

Mathematics is a way to structure experience to form ideas about the quantitative, logical, and spatial relationships between things, people, and events. Throughout the early years, children notice and explore mathematical dimension of their world. They compare quantities, find patterns, navigate in space, and grapple with real problems such as balancing a tall block building or sharing a bowl of crackers fairly with a playmate. Mathematics helps children make sense of their world outside school and helps them construct a solid foundation for success in school.

Content Standards for mathematics are that preschool programs provide opportunities for children to:

Standard 1: Learn about number, numerical representation, and simple numerical operations.

Standard 2: Recognize and create patterns and become aware of relationships.

Standard 3: Develop concepts of shape and space.

Standard 4: Develop and use measurement concepts.

Standard 5: Represent and interpret data.

Science

Young children are natural scientists. The intent of science education in the preschool is to build on children's natural sense of wonder and curiosity. Science involves children's exploration of a wide variety of materials, getting children actively involved in finding out about the world, encouraging children's curiosity and interest, and helping children acquire some beginning scientific knowledge. Throughout the school year children can use their senses to learn about biological, physical and earth science.

It is not necessary to teach every science topic in a preschool class. Teachers may choose science topics (animals, environment, plants, space, etc.) they wish to emphasize based their program's goals, and the interests and abilities of their group of children. While content may vary, teachers should address all of the standards and students should engage in appropriate inquiry processes to learn about these topics.

Content Standards for science are that preschool programs provide opportunities for children to:

- Standard 1:** Engage in scientific inquiry.
- Standard 2:** Explore physical properties of the world.
- Standard 3:** Explore characteristics of living things.
- Standard 4:** Learn about the earth and sky.
- Standard 5:** Have a variety of educational experiences that involve technology.

Social Studies

Social studies concerns relationships among people and between people and the world in which they live. It is an umbrella term that includes a number of behavioral and social science fields including psychology, cultural anthropology, history, political science, geography and ecology. Social studies in the preschool begins with supporting children's understanding of themselves and their families and neighborhood and extends to understanding of other places, cultures and societies.

Teachers may choose social studies topics they wish to emphasize based their program's goals, and the interests and abilities of their group of children (for example, they might focus on the study of family, community, or the environment). While content may vary, teachers should address all of the standards.

Content Standards for social studies are that preschool programs provide opportunities for children to:

- Standard 1:** Learn about themselves and other people (psychology).
- Standard 2:** Appreciate their own and other cultures (cultural anthropology).
- Standard 3:** Become aware of how things, people and places change over time (history).
- Standard 4:** Explore how people depend upon one another for the things (goods) and help (services) they need (economics).
- Standard 5:** Understand what people need to do to work and live together in groups (sociology, political science).
- Standard 6:** Develop geographic awareness (geography).
- Standard 7:** Develop awareness of the natural environment and how it can be protected (ecology).

**DOMAIN IV: COGNITIVE DEVELOPMENT
SYMBOLIC PLAY**

<p>CONTENT STANDARDS Preschool programs provide children with opportunities to:</p>	<p>EXAMPLE PERFORMANCE INDICATORS Some things a child does to demonstrate competency:</p>	<p>Hawai'i DOE Content and Performance Standards</p>
<p>Standard 1: Represent fantasy and real-life experiences through pretend play.</p>	<ul style="list-style-type: none"> • Assume a role and use the tone and vocabulary appropriate to that person or animal (imitate a baby by crawling and making baby sounds). • Take on a role in pretend play and interact with another child who is also in a pretend role (plays the patient who is sick when another child is the doctor). 	<p>Language Arts: Oral Communication: Convention and Skills</p> <p>Apply knowledge of verbal and nonverbal language to communicate.</p> <p>Language Arts: Oral Communication: Rhetoric</p> <p>Adapt messages appropriately to address audience, purpose, and situation.</p>
<p>Standard 2: Engage in sustained symbolic play with other children.</p>	<ul style="list-style-type: none"> • Construct play scenarios with other children in which roles and symbols are communicated and mutually agreed upon. 	<p>Language Arts: Oral Communication: Conventions and Skills</p> <p>Apply knowledge of verbal and nonverbal language to communicate.</p> <p>Language Arts: Oral Communication: Rhetoric</p> <p>Adapt messages appropriately to address audience, purpose, and situation.</p>

**DOMAIN IV: COGNITIVE DEVELOPMENT
MATHEMATICS**

CONTENT STANDARDS Preschool programs provide children with opportunities to:	EXAMPLE PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	Hawai'i DOE GLOs and Content and Performance Standards
MATHEMATICS		General Learner Outcome Engage in complex thinking and problem-solving
Standard 1: Learn about number, numerical representation, and simple numerical operations.	<ul style="list-style-type: none"> • Use counting and numbers as part of play (count blocks in a structure, match play food one for one to plates in dramatic play). • Recognize and name some number symbols. • Count up to 10 objects in meaningful context with emerging one-to-one correspondence. • Demonstrate the idea of adding and subtracting using fingers or objects. 	Mathematics: Number and Operations: Number Sense Understand numbers, ways of representing numbers, relationships among numbers and number systems.
Standard 2: Recognize and create patterns and become aware of relationships.	<ul style="list-style-type: none"> • Sort, and classify objects by size, number and other properties, for example, by color (all red ones), by function (all that float), by color and material (red and made of plastic) in a meaningful context. • Order objects by properties (from small to large, lightest to darkest). • Explain why and how objects are organized. • Recognize, describe, and extend patterns (notice patterns in the environment, predict what comes next red-blue, red-blue-_____, anticipate the pattern in a repetitive book, poem or song). • Create patterns in self-directed activities (in play with manipulatives, making collage, building with blocks). 	Mathematics: Patterns, Functions, and Algebra: Patterns and Functional Relationships Understand various types of patterns and functional relationships
Standard 3: Develop concepts of shape and space.	<ul style="list-style-type: none"> • Recognize, name, create, and compare some 2-D and 3-D shapes. • Demonstrate spatial understanding in play (climb over the box in an obstacle course, build a house for the horse in blocks, put the doll in the bed and under the blanket). • Describe, name, and interpret the relative positions of objects in a meaningful context (over, under, etc.). • Create art using geometric shapes and symmetry. • Recognize geometric shapes in books, artwork, and the environment. 	Mathematics: Geometry and Spatial Sense: Properties and Relationships Analyze properties of objects and relationships among the properties. Mathematics: Geometry and Spatial Sense: Transformations and Symmetry Use transformations and symmetry to analyze mathematical situations.

<p>Standard 4: Develop and use measurement concepts.</p>	<ul style="list-style-type: none"> • Demonstrate awareness of measurement attributes (length, volume, weight, area, time). • Compare attributes such as length (shorter–taller), size (bigger–smaller), weight (heavier–lighter), etc. in a meaningful context. • Measure using standard and non-standard units (put 3 cups of flour in the play-dough, compare who is taller, measure with a length of string the size of his/her foot) 	<p>Mathematics: Measurement: Fluency and Measurement</p> <p>Understand attributes, units, and systems of units in measurement; and develop and use techniques, tools and formulas for measuring.</p>
<p>Standard 5: Represent and interpret data.</p>	<ul style="list-style-type: none"> • Gather information about themselves and their surroundings (number of people who have sisters, kinds of vehicles in the parking lot) • Contribute data for simple graphs (family size, birds observed in the playground) • Look at the organization of data on a graph they have helped create and discuss what they observe (<i>There were more cars than trucks. Jamie has the biggest family.</i>) 	<p>Mathematics: Data Analysis, Statistics, and Probability: Fluency with Data</p> <p>Pose questions and collect, organize and represent data to answer those questions.</p>

**DOMAIN IV: COGNITIVE DEVELOPMENT
SCIENCE**

CONTENT STANDARDS Preschool programs provide children with opportunities to:	EXAMPLE PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	Hawai'i DOE Content and Performance Standards
SCIENCE		General Learner Outcome Engage in complex thinking and problem-solving
Standard 1: Engage in scientific inquiry.	<ul style="list-style-type: none"> • Show curiosity and inquiry in play through exploration of objects and materials (rolling a toy car down a ramp made out of blocks, mixing all the colors of the paint together). • Ask scientific questions (<i>Why does the spider make a web? Where did the rainbow go?</i>) • Use observations in making predictions and formulate theories about how things work (<i>The clouds make the rainbow go away</i>). • Use materials appropriate for problem solving and exploration of the physical world, including equipment like magnifying glasses and scales. • Engage in discussions and/or document in drawing/writing what is learned through exploration and experimentation. 	<p>Science: The Scientific Process: Scientific Investigation</p> <p>Discover, invent and investigate using the skills necessary to engage in the scientific process.</p>
Standard 2: Explore physical properties of the world.	<ul style="list-style-type: none"> • Describe, compare and categorize objects based on their physical properties (<i>These rocks have sparkles and these rocks don't.</i>) • Explore and begin to identify changes that occur in natural and man-made materials over time (Ask, <i>What happened to the puddle?</i> Notice that the carved pumpkin decomposes over time). • Experiment with the effect of his/her own actions on objects (see if it's easier to pull the wagon with one or two children inside, drop toys into the water table to see if they float). 	<p>Science: Physical, Earth, and Space Sciences: Nature of Matter and Energy</p> <p>Understand the nature of matter and energy, forms of energy (including waves) and energy transformations, and their significance in understanding the structure of the universe.</p> <p>Science: Physical, Earth, and Space Sciences: Force and Motion</p> <p>Understand the relationship between force, mass, and motion of objects; and know the major natural forces: gravitational, electric and magnetic.</p>
Standard 3: Explore characteristics of living things.	<ul style="list-style-type: none"> • Explore the nature of life through observation of and interaction with a variety of plants and animals. • Notice similarities and differences and categories of plants and animals appearances, behaviors and habitats (act out 	<p>Science: Life and Environmental Sciences: Organisms and the Environment</p> <p>Understand the unity, diversity, and</p>

	<p>the behaviors of different animals in dramatic play).</p> <ul style="list-style-type: none"> • Notice and ask questions about growth and change in plants and animals (changes in the garden, life cycle of classroom pets, caterpillar changing to a butterfly). 	<p>interrelationships of organisms including their relationship to cycles of matter and energy in the environment.</p> <p>Science: Life and Environmental Sciences: Organisms and the Environment</p> <p>Understand the structures and functions of living organisms and how organisms can be compared scientifically.</p>
<p>Standard 4: Learn about earth and sky.</p>	<ul style="list-style-type: none"> • Investigate the properties of rocks, dirt, and water. • Talk about and/or draw their observations of the characteristics and movement of sun, moon, stars, and clouds. • Observe and discuss changes in the environment including weather and seasonal changes. • Notice and describe environmental changes such as erosion, tides, volcanic eruptions, and earthquakes. 	<p>Science: Physical, Earth, and Space Sciences: Earth and Space Science</p> <p>Understand the earth and its processes, the solar system, and the universe and its contents.</p>
<p>Standard 5: Have a variety of educational experiences that involve technology.</p>	<ul style="list-style-type: none"> • Pretend to use everyday technology in play (pretend to use a computer, use a block as a phone, bake mud cakes in a toy oven) • Use real technology with guidance (for example computer, tape player, telephone, blender). 	<p>Career and Education: Technological Design</p> <p>Design, modify, and apply technology to effectively and efficiently solve problems.</p> <p>Science: The Scientific Process: Nature of Science</p> <p>Understand that science technology and society are interrelated.</p>

**DOMAIN IV: COGNITIVE DEVELOPMENT
SOCIAL STUDIES**

CONTENT STANDARDS Preschool programs provide children with opportunities to:	EXAMPLE PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	Hawai'i DOE Content and Performance Standards
SOCIAL STUDIES		General Learner Outcome Engage in complex thinking and problem-solving
Standard 1: Learn about themselves and other people.	<ul style="list-style-type: none"> • Identify similarities and differences among people, such as height, hair color, eye color, skin color, language, etc. • Take on a variety of roles in dramatic play (<i>I'm the big brother, you're the mom.</i>) • Draw or paint pictures of themselves and others with distinguishable characteristics (<i>I painted Emma with long hair and Micah with short hair</i>) • Discuss how they and their families are similar to/different from those of classmates (<i>We don't have a baby in our family</i>) 	Social Studies: History: Historical Content Understand people now and then, here and now (learning, living, working together).
Standard 2: Appreciate their own and other cultures.	<ul style="list-style-type: none"> • Participate in discussions of family rituals and traditions related to culture (<i>I call my grandma Ojiisan, you call yours Tutu</i>) • Talk about stories set in different cultural contexts (discuss the ways the mother in <i>Mama Do You Love Me?</i> is similar to and different from his/her own mother) • Identify their family's cultural identification in the context of classroom activities and discussions (<i>We make mochi at New Year because we're Japanese</i>) 	Social Studies: Cultural Anthropology: Systems, Dynamics, and Inquiry Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time.
Standard 3: Become aware of how things, people and places change over time.	<ul style="list-style-type: none"> • Relate their personal life to the process of change while talking about day to day events (<i>I used to drink from a bottle and now I use a cup, I used to crawl but now I can walk and run</i>) • Notice and talk about similarities and differences between people of different ages (<i>He's a grandpa, he has white hair.</i>) • Talk about yesterday, today, and tomorrow (going to the beach last weekend, an upcoming birthday party) • Guess how events today or in the recent past will affect the near future (<i>It rained hard so there will be puddles.</i>) 	Social Studies: Historical Understanding: Change, Continuity, and Causality Understand change and/or continuity and cause and/or effect in history.

<p>Standard 4: Explore how people depend upon one another for the things (goods) and help (services) they need.</p>	<ul style="list-style-type: none"> • Identify job at school and home (<i>My daddy cooks dinner and my mom washes the dishes. Everybody has to help clean up. Today's my day to be the light switcher</i>) • Contribute to discussions about things that everyone needs (food, water, shelter, protection, and clothing) • Show awareness that people work to provide the things others need (pretend to be the doctor or fire fighter in dramatic play, represent jobs in drawings) • Talk about ways that people get the things they need (buy things with money, grow food, make clothes) • Demonstrate awareness of money and how it used (play store and use slips of paper to pretend to buy things, talk about needing money to buy something) 	<p>Social Studies: Cultural Anthropology: Systems, Dynamics, and Inquiry Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time.</p> <p>Social Studies: Economics: Resources, Markets, and Government Understand economic concepts and the characteristics of various economic systems.</p>
<p>Standard 5: Understand what people need to do to work and live together in groups.</p>	<ul style="list-style-type: none"> • Demonstrate awareness that everyone deserves to learn, be safe, respected, and listened to (waits his/her turn, protects other children, discusses what might be fair treatment) • Participate in creating/following rules to ensure that everyone is safe, respected, and listened to • Recognize the role of authority (leaders) and what leaders do (follows directions, talks about the role of the teacher, director) • Participate in group decision making (voting for the name of the class rabbit) 	<p>Social Studies: Political Science/Civics: Governance, Democracy, and Interaction Understand the purpose and historical impact of political institutions, the principals and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives.</p> <p>Social Studies: Political Science/Civics: Participation and Citizenship Understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</p>
<p>Standard 6: Develop geographic awareness</p>	<ul style="list-style-type: none"> • Notice how objects are spatially related to one another (far/near) • Describe and/or draw aspects of the environment • Use blocks, clay or other materials to recreate aspects of the environment • Create a simple map of the home, classroom, school or neighborhood 	<p>Social Studies: Geography: World in Spatial Terms Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies</p>

		around the world.
<p>Standard 7: Develop awareness of the natural environment and how they can be protected.</p>	<ul style="list-style-type: none"> • Become aware of characteristics of the place they live and of other places • Use blocks, clay or other materials to recreate aspects of the environment • Talk about how people can take care of, or harm the environment • Participate in efforts to protect the environment (e.g. pick up trash, save paper to be recycled). 	<p>Social Studies: Geography: World in Spatial Terms</p> <p>Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world.</p>

DOMAIN V: CREATIVE DEVELOPMENT

The emphasis in this domain is on children's creative expression and aesthetic development. The arts and other creative activities are vital in the development of children who can feel as well as think and who are sensitive and creative. Art, music, creative movement and pretend play help children to recognize and express their feelings, communicate ideas in new forms, and develop their senses.

The domain includes art, music, creative movement and pretend play. Preschool teachers have a special responsibility to nurture children's creativity and support them in expressing themselves through many media and forms of expression. A classroom with a rich supply of art materials, musical instruments, opportunities for creative movement and a well equipped pretend play area nurture creative development.

It involves creating, responding, and appreciating.

The content standards in creative development are that preschool programs provide opportunities for children to:

Art

Standard 1: Create and express themselves, through a variety of art experiences.

Standard 2: Begin to learn about art elements and techniques.

Music

Standard 1: Create and express themselves, through a variety of music experiences.

Standard 2: Begin to learn about music elements and techniques.

Creative Movement and Drama

Standard 1: Create and express themselves, through a variety of creative movement and drama experiences.

Standard 2: Begin to learn about movement elements and techniques.

Aesthetic Appreciation

Standard 1: Develop appreciation for natural and cultural beauty and the visual and performing arts.

DOMAIN V: CREATIVE DEVELOPMENT

CONTENT STANDARDS Preschool programs provide children with opportunities to:	EXAMPLE PERFORMANCE INDICATORS Some things a child does to demonstrate competency:	Hawai`i DOE GLOs and Content and Performance Standards
CREATIVE DEVELOPMENT		General Learner Outcome Recognize and produce quality performance and quality products.
VISUAL ART		
Standard 1: Create and express themselves through a variety of art experiences.	<ul style="list-style-type: none"> • Explore and experiment with a variety of expressive media (paint, chalk, crayon, pencils, clay, collage, wood etc.) • Begin to select different art materials to represent thoughts and ideas. • Use art materials to explore and express moods and feelings (Paint a picture of a beloved pet or family member). • Use art materials to explore and extend topics being studied in the classroom (draw something that was seen on a field trip). 	Fine Arts: Visual Arts Understand and apply art materials, techniques, and processes in creating original artworks based on ideas, experiences, stories, and opinions.
Standard 2: Begin to learn about art elements and techniques.	<ul style="list-style-type: none"> • Use art elements (line, shape, form, color, value, and texture design and pattern) • Talk about art work (<i>I made lots of circles in my painting. It's all black because it's nighttime.</i>) 	
MUSIC		
Standard 1: Create and express themselves through a variety of music experiences.	<ul style="list-style-type: none"> • Participate in music experiences that may include singing, musical games, and using musical instruments. • Initiate singing songs, making or listening to music. • Express emotions through music. 	Fine Arts: Music Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.
Standard 2: Begin to learn about music elements and techniques.	<ul style="list-style-type: none"> • Shows awareness of musical elements such as tempo, rhythm, pitch, and dynamics (for example, sings softly, plays rhythm sticks quickly, claps hands to beat.) • Explores and plays a variety of rhythm instruments including those used in different cultures. 	

CREATIVE MOVEMENT AND DRAMA		
<p>Standard 1: Create and express themselves through a variety of creative movement and drama experiences.</p>	<ul style="list-style-type: none"> • Participate in teacher guided creative movement and drama activities (acting out a story). • Use props (scarves, kites) to create individual movement and dances. • Express feelings spontaneously through dance. • Express ideas through movement and drama. 	<p>Fine Arts: Drama Theatre Understand and apply the skills of acting, design and technical theatre and understand the role of drama in various cultures throughout history.</p>
<p>Standard 2: Begin to learn about movement elements and techniques.</p>	<ul style="list-style-type: none"> • Responds to music through rhythmic body movements • Participates in guided movement activities such as moving at different levels, with different amounts of force (stomping, tiptoe), or at different speeds. 	<p>Dance Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history.</p>

AESTHETIC APPRECIATION		
<p>Standard 1: Develop appreciation for natural and cultural beauty and for visual and performing arts.</p>	<ul style="list-style-type: none"> • Notice beauty in cultural artifacts and communications and in the natural environment. • Look at and respond to works of visual art. • Listen and respond to different kinds of music. • Show an aesthetic response to music through movement/dance. • Show a developing appreciation for visual and performing arts (e.g. asks to hear a favorite recording replayed, comments on a beautiful work of art) 	

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STATE STANDARDS DOCUMENTS

Early childhood standards from the following states were examined in the preparation of this document: California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Iowa, Maryland, Massachusetts, Minnesota, New Jersey, New York, Oklahoma, Rhode Island, South Carolina, Texas, Utah, Vermont, Washington, Wisconsin, Wyoming.

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