

## HAWAI'I PRESCHOOL

# CONTENT STANDARDS

Curriculum Guidelines for Programs for Four-Year-Olds



School Readiness Task Force  
Hawai'i Good Beginnings Interdepartmental Council

2004

## **ACKNOWLEDGMENTS**

The following people contributed to the development of the Hawai'i Preschool Content Standards.

- Phyllis Ida researched the literature on standards and wrote the first drafts.
- Members of a standards workgroup met to work on the development of the first drafts. Participants were Dr. Stephanie Feeney, Michael Fahey, Dr. Donna Grace, Phyllis Ida, Ermile Hargrove, Betsy Money maker, Eva Moravcik, Julie Morita, Anne Parcon, and Kate Tarrant.
- Dr. Stephanie Feeney and Eva Moravcik edited the draft standards based on comments from reviewers.
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- All photographs were taken by Jeff Reese.

- Mahalo -

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# Introduction

*“Standards help us help children reach their potential.”*

Dr. Sam Meisels

## **The purpose for the standards**

The Hawai'i Preschool Content Standards that follow describe learning opportunities that should be provided for four-year-olds in early care and education programs. The Standards are intended to assist preschool teachers and administrators in shaping a meaningful and well-rounded daily program for children. They include examples of what most children are able to do by the end of preschool when exposed to a variety of appropriate learning experiences. These standards should not be considered curriculum or assessment measures, but rather a guide to curriculum planning. We welcome you to adopt these standards as your own.

## **Background**

Experiences in a child's 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” was 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 guidance, a definition of school readiness became law in Hawai'i in April 2002. The definition 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.”*

School readiness is a shared responsibility. This definition indicates a

growing recognition that schools, families, and communities are accountable to children and must provide them with the assistance they need to become successful learners. This document focuses on the opportunities that preschool programs can provide to enhance

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*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.*

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the child development component of the definition. Family and community responsibilities will be addressed in other guidelines.

In order to support and promote school readiness as defined by law, the School Readiness Task Force recommended that preschool content standards (curriculum guidelines) be developed and adopted. Preschool content standards describe opportunities that should be provided in preschools to support young children's acquisition of important knowledge, skills and attitudes. The Hawai'i Preschool Standards were developed based on Hawaii research on perceptions of readiness, review of national subject area standards and early childhood standards from other states. They were

informed by the Work Sampling System, Head Start Performance Standards and guided by principles published by the National Association for the Education of Young Children (NAEYC). The first draft was written in the spring of 2002 with the assistance of members of a standards workgroup (regular and special education teachers, program specialists, and college instructors). It was revised based on reviews by Hawai'i and national experts in early childhood curriculum. The standards were approved by the School Readiness Task Force in December 2002.

**Organization of the Document**

The *Hawai'i Preschool Content Standards* report is organized into four sections. The introduction explains the purpose, scope, and structure of the standards document. The second section, *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 knowledge, skills, and attitudes. The fourth section, *References*, includes published works that informed the development of the Standards.

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

- I. Physical Development, Health, and Safety
- II. Personal and Social Development
- III. Communication, Language Development, and Literacy

- IV. Cognitive Development
  - Symbolic Play
  - Mathematics
  - Science
  - Social Studies
- V. Creative Development
  - Art
  - Music
  - Creative Movement/Drama
  - Aesthetic Appreciation

Each of the standards can 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. Teachers in early childhood programs are aware that different children learn different things from any planned activity. They purposefully address more than one domain at a time and integrate subject areas around the study of a topic that is interesting and meaningful for children.

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 balanced educational experience and should be prepared to benefit from and succeed in a developmentally appropriate kindergarten program.

The second column, *Example Performance Indicators*, indicates things children do to demonstrate that they are

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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 their 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. The list of indicators for each domain includes just a few examples of things children can do to show their competence. 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 II) for grades K-12 that best correspond 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, not every preschool standard has a counterpart in the DOE standards.

The content standards are written as general goals for preschool programs. 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 who do not speak English as a first language, who have had limited preschool experience, and who have special needs.

# 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 a 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;



All photographs taken by Jeff Reese

- 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 as well as 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 various 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 accommodate children with a wide range of backgrounds and abilities;
- modify activities for typical children to make them appropriate for a range of abilities.

# 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, and, 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. 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 also must 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 guidelines to help 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:** Develop strength and coordination of small muscles.
- Standard 5:** Develop strength and coordination of large muscles.



**DOMAIN I: PHYSICAL DEVELOPMENT, HEALTH AND SAFETY**

<p><b>CONTENT STANDARDS</b> Preschool programs provide children with opportunities to:</p>	<p><b>EXAMPLE PERFORMANCE INDICATORS</b> Some things a child does to demonstrate competency:</p>	<p><b>Hawai'i DOE GLOs and Content and Performance Standards</b></p>
<p><b>Standard 1: Develop health awareness and skills.</b></p> <p><b>Standard 2: Learn and follow basic safety rules.</b></p> <p><b>Standard 3: Acquire basic self help skills.</b></p> <p><b>Standard 4: Develop strength and coordination of small muscles.</b></p>	<ul style="list-style-type: none"> <li>• Wash hands when needed (such as before eating and after using toilet).</li> <li>• Cover mouth when coughing or sneezing.</li> <li>• 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>).</li> <li>• Indicate awareness that his/her body needs exercise and rest.</li> <li>• Choose challenging new physical activities.</li> <li>• Seek help in an emergency (phone 911, give name, address and phone number).</li> <li>• 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).</li> <li>• Recognize everyday dangers (stove, knives, matches, medicines, and poisons) and follow rules regarding them.</li> <li>• Manage routines such as dressing self, using toilet independently, using eating utensils.</li> <li>• Follow routines for care of own belongings and school supplies.</li> <li>• Follow classroom routines for clean up.</li> <li>• Participate and demonstrate increasing skill in activities that require small muscle strength (cutting, hammering, using tools for play dough, building with blocks).</li> <li>• Show beginning control of tools (scissors, pencils, brushes, markers, tongs).</li> <li>• Demonstrate increasing skill in hand-eye coordination in activities like puzzles, stringing beads, tracing shapes and letters, and using manipulatives like Legos.</li> </ul>	<p><b>Health Education</b> Practice health-enhancing behaviors and reduce health risks.</p> <p><b>Physical Education</b> Demonstrate successful movement forms at a basic level and some movement forms at the mastery level.</p> <p>Apply movement concepts and principles to the learning and development of motor skills.</p>

<p><b>Standard 5: Develop strength and coordination of large muscles.</b></p>	<ul style="list-style-type: none"><li>• Demonstrate balance skill in activities such as walking a balance beam, jumping and landing on two feet, hopping on one foot.</li><li>• 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.</li><li>• Show increasing strength and coordinated use of lower body and legs in activities such as running, galloping, skipping, kicking a ball, and creative movement.</li><li>• Control body in movement activities.</li></ul>	
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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, and 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, such as making friends, dealing constructively with conflict, and functioning 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, positive self-concept, and 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 guidelines to help preschool programs provide opportunities for children to:

- Standard 1:** Understand and express feelings appropriately.
- Standard 2:** Develop a 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.

**DOMAIN II: PERSONAL AND SOCIAL DEVELOPMENT**

<b>CONTENT STANDARDS</b> Preschool programs provide children with opportunities to:	<b>EXAMPLE PERFORMANCE INDICATORS</b> Some things a child does to demonstrate competency:	<b>Hawai'i DOE GLOs and Content and Performance Standards</b>
<p><b>Standard 1: Understand and express feelings appropriately.</b></p> <p><b>Standard 2: Begin to develop a sense of self.</b></p> <p><b>Standard 3: Develop social skills and positive peer and adult relationships.</b></p> <p><b>Standard 4: Develop a positive and open approach to learning.</b></p> <p><b>Standard 5: Acquire behaviors and skills expected in school.</b></p>	<ul style="list-style-type: none"> <li>• Express emotions through appropriate actions and words.</li> <li>• Recognize and describe own feelings.</li> <li>• Begin to show self-control in handling frustration and disappointment.</li> <li>• Accept comfort and assistance from peers and familiar adults.</li> <li>• Show satisfaction in accomplishments.</li> <li>• Have knowledge of own characteristics such as name, gender, age, physical traits and family roles (<i>I am a son/daughter, brother/sister etc.</i>).</li> <li>• Participate in small and large-group activities.</li> <li>• Use simple negotiation skills to solve conflicts (<i>You can have a turn after me.</i>)</li> <li>• Play cooperatively with others.</li> <li>• Develop friendships.</li> <li>• Interact with ease with familiar adults and peers.</li> <li>• Use turn-taking in conversation and in play.</li> <li>• Show increasing self-direction in the use of materials.</li> <li>• Participate willingly in school activities.</li> <li>• Try more than one way to solve a problem.</li> <li>• Persist in solving a problem or completing a task and know when to seek help.</li> <li>• Choose new as well as familiar activities.</li> <li>• Participate in positive ways in school activities with peers and adults. With a few reminders, child can</li> <li>• Use classroom materials appropriately (put toys away, handle books gently).</li> <li>• Follow schedule and typical classroom routines and transitions (come when called, sit attentively at circle, participate in clean up).</li> <li>• Follow classroom and playground rules.</li> </ul>	<p><b>General Learner Outcomes</b> Take responsibility for one's own learning.</p> <p>Work well with others.</p> <p><b>Career and Life Skills</b> Develop self-knowledge; explore different educational, career, and life options available; and, design and implement educational, career, and life plans.</p> <p>Develop skills and attributes that are critical to a person's ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills; personal qualities; skills for managing resources; inter-personal skills; skills for managing information; and, skills and knowledge related to systems.</p>

## 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 to 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 guidelines to help 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**

<p><b>CONTENT STANDARDS</b> Preschool programs provide children with opportunities to:</p>	<p><b>EXAMPLE PERFORMANCE INDICATORS</b> Some things a child does to demonstrate competency:</p>	<p><b>Hawai'i DOE GLOs and Content and Performance Standards</b></p>							
<p><b>Communication: Speaking and Listening</b></p>		<p><b>World Languages: Communication:</b> Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Language Arts: Oral Communication:</b> Use strategies within speaking and listening processes to construct and communicate meaning.</p>							
<p><b>Standard 1: Use language in a variety of ways.</b></p> <p><b>Standard 2: Listen with comprehension to a variety of spoken forms of language.</b></p>	<p>Use spoken language to:</p> <ul style="list-style-type: none"> <li>• Tell a story or relate an experience.</li> <li>• Express thoughts, feelings, and opinions.</li> <li>• Ask questions.</li> </ul> <ul style="list-style-type: none"> <li>• Understand what happened in a story that was told or that was read aloud.</li> <li>• Follow “everyday” conversations about here and now.</li> <li>• Begin to understand discussions about things that happened in other places and in the past.</li> </ul>								
<p><b>Language Acquisition</b></p>									
<p><b>Standard 3: Acquire increasingly rich vocabulary and sentence structure.</b></p>	<ul style="list-style-type: none"> <li>• Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary).</li> <li>• Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure):</li> </ul> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><b><i>Simple</i></b></td> <td style="text-align: center;"><b><i>More Complex</i></b></td> </tr> <tr> <td style="text-align: center;"><i>My Mom drives.</i></td> <td style="text-align: center;"><i>My Mom drives me to school on rainy days.</i></td> </tr> <tr> <td style="text-align: center;"><i>I like school.</i></td> <td style="text-align: center;"><i>I like school because my teacher is nice.</i></td> </tr> <tr> <td style="text-align: center;"><i>It's hot.</i></td> <td style="text-align: center;"><i>When I'm hot, I drink lots of juice and water.</i></td> </tr> </table>	<b><i>Simple</i></b>	<b><i>More Complex</i></b>	<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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<b>Emergent Reading and Writing</b>		<p><b>Language Arts: Reading and Literature</b>                      Demonstrate confidence as readers and find value and satisfaction in reading and sharing reading experiences with others.</p> <p>Uses strategies within reading processes to construct meaning.</p> <p>Apply knowledge of conventions of a language and texts to construct meaning.</p> <p><b>Language Arts: Writing</b>                      Write using various forms to communicate for a variety of purposes and audiences.</p>
<b>Standard 4: Recognize and use symbols.</b>	<ul style="list-style-type: none"> <li>• Use toys as symbols in play (pretend block is a telephone, makes cakes in the sandbox).</li> <li>• Identify picture symbols in the environment (labels on the block shelf).</li> <li>• Identify symbols in the wider environment (know that the big S means Safeway).</li> </ul>	
<b>Standard 5: Enjoy and understand books.</b>	<ul style="list-style-type: none"> <li>• Demonstrate interest in books and stories read aloud.</li> <li>• Choose to look at books and pretend to read a book.</li> <li>• Participate in book reading (chime in as pattern books are read aloud).</li> <li>• Respond and make connections to story events and characters by relating personal feelings and experiences based on his/her culture and prior knowledge.</li> <li>• Show awareness and appreciation of the conventions of literature (plot, story, character, language, etc.).</li> </ul>	
<b>Standard 6: Show interest in writing.</b>	<ul style="list-style-type: none"> <li>• Draw, scribble, and pretend to write.</li> <li>• Ask how to write a word or a letter.</li> <li>• Ask adult to write what he/she says.</li> </ul>	
<b>Standard 7: Acquire concepts of print.</b>	<ul style="list-style-type: none"> <li>• Know that print has meaning or a message.</li> <li>• Begin to demonstrate understanding of the concept of a letter (makes up a word), a word (several letters separated by white space).</li> <li>• 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.).</li> <li>• Use symbols, scribbles, and letter-like forms to express ideas or words.</li> </ul>	
<b>Standard 8: Acquire emergent literacy skills while exploring print in books and the environment.</b>	<ul style="list-style-type: none"> <li>• Begin to read familiar, meaningful print in the environment such as labels and personal names.</li> <li>• Pretend to read familiar books.</li> <li>• Begin to hear and discriminate rhyming sounds, beginning consonant sounds, and syllables.</li> <li>• Associate some letters with their sounds.</li> </ul>	

## DOMAIN IV: COGNITIVE DEVELOPMENT

This domain addresses 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 guidelines to help 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 their early years, children notice and explore mathematical dimensions of their world. They compare quantities, find patterns, navigate space, and grapple with real problems such as balancing a tall block building or sharing a bowl of crackers equitably 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 guidelines to help preschool programs provide opportunities for children to:

**Standard 1:** Learn about numbers, 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 on 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 guidelines to help preschool programs provide opportunities for children to:

**Standard 1:** Increase sensory awareness.

**Standard 2:** Engage in scientific inquiry.

**Standard 3:** Explore physical properties of the world.

**Standard 4:** Explore characteristics of living things.

**Standard 5:** Learn about the earth and sky.

**Standard 6:** 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, their families and their neighborhoods, and extends to understanding of other places, cultures and societies.

Teachers may choose social studies topics they wish to emphasize based on 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 guidelines to help 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><b>CONTENT STANDARDS</b>                      Preschool programs provide children with opportunities to:</p>	<p><b>EXAMPLE PERFORMANCE INDICATORS</b>                      Some things a child does to demonstrate competency:</p>	<p><b>Hawai'i DOE GLOs and Content and Performance Standards</b></p>
<p><b>Standard 1: Represent fantasy and real-life experiences through pretend play.</b></p> <p><b>Standard 2: Engage in sustained symbolic play with other children.</b></p>	<ul style="list-style-type: none"> <li>• Assume a role and use the tone and vocabulary appropriate to that person or animal (imitate a baby by crawling and making baby sounds).</li> <li>• 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).</li> <li>• Construct play scenarios with other children in which roles and symbols are communicated and mutually agreed upon.</li> </ul>	<p><b>Language Arts:</b>                      Communicate orally using various forms—inter-personal, group, and public—for a variety of purposes and situations.</p> <p><b>Language Arts:</b>                      Demonstrate confidence as communicators, and find value and satisfaction in sharing ideas with others.</p>



**DOMAIN IV: COGNITIVE DEVELOPMENT**  
**Mathematics**

<p><b>CONTENT STANDARDS</b>                      Preschool programs provide children with opportunities to:</p>	<p><b>EXAMPLE PERFORMANCE INDICATORS</b>                      Some things a child does to demonstrate competency:</p>	<p><b>Hawai'i DOE GLOs and Content and Performance Standards</b></p>
<p><b>Mathematics</b></p>		<p><b>General Learner Outcome</b>                      Engage in complex thinking and problem-solving</p>
<p><b>Standard 1: Learn about numbers, numerical representation, and simple numerical operations.</b></p> <p><b>Standard 2: Recognize and create patterns and become aware of relationships.</b></p> <p><b>Standard 3: Develop concepts of shape and space.</b></p>	<ul style="list-style-type: none"> <li>• Use counting and numbers as part of play (count blocks in a structure, match play food one for one to plates in dramatic play).</li> <li>• Recognize and name some number symbols.</li> <li>• Count up to 10 objects in meaningful context with emerging one-to-one correspondence.</li> <li>• Demonstrate the idea of adding and subtracting using fingers or objects.</li> <li>• Sort and classify objects by size, number and other properties in a meaningful context: by color (all red ones); by function (all that float); by color and material (red and made of plastic).</li> <li>• Order objects by properties (from small to large, lightest to darkest).</li> <li>• Explain why and how objects are organized.</li> <li>• 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).</li> <li>• Create patterns in self-directed activities (in play with manipulatives, making collages, building with blocks).</li> <li>• Recognize, name, create, and compare some 2-D and 3-D shapes.</li> <li>• 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).</li> <li>• Describe, name, and interpret the relative positions of objects in a meaningful context (over, under, etc.).</li> <li>• Create art using geometric shapes and symmetry.</li> <li>• Recognize geometric shapes in books, artwork, and the environment.</li> </ul>	<p><b>Mathematics: Number and Operations</b>                      Understand numbers, ways of representing numbers, relationships among numbers and number systems.</p> <p><b>Mathematics: Patterns and Functions</b>                      Understand various types of patterns and functional relationships.</p> <p><b>Mathematics: Geometry and Spatial Sense</b>                      Analyze properties of objects and relationships among the properties. Use visualization and spatial reasoning to solve problems both within and outside of mathematics.</p>



**DOMAIN IV: COGNITIVE DEVELOPMENT**

**Science**

<p><b>CONTENT STANDARDS</b> Preschool programs provide children with opportunities to:</p>	<p><b>EXAMPLE PERFORMANCE INDICATORS</b> Some things a child does to demonstrate competency:</p>	<p><b>Hawai'i DOE GLOs and Content and Performance Standards</b></p>
<p><b>Science</b></p>		<p><b>General Learner Outcome</b> Engage in complex thinking and problem-solving</p>
<p><b>Standard 1: Increase sensory awareness.</b></p> <p><b>Standard 2: Engage in scientific inquiry.</b></p> <p><b>Standard 3: Explore physical properties of the world.</b></p>	<ul style="list-style-type: none"> <li>• Explore and experiment using various sensory media in play (water, sand, paint, mud, rice).</li> <li>• Begin to identify and discriminate among sensory stimuli (tastes, sounds, textures, etc.).</li> <li>• 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).</li> <li>• Ask scientific questions (<i>Why does the spider make a web? Where did the rainbow go?</i>)</li> <li>• Use observations in making predictions and formulate theories about how things work (<i>The clouds make the rainbow go away.</i>)</li> <li>• Use materials appropriate for problem solving and exploration of the physical world, including equipment like magnifying glasses and scales.</li> <li>• Engage in discussions and/or document in drawing/writing what is learned through exploration and experimentation.</li> <li>• Describe, compare and categorize objects based on their physical properties (<i>These rocks have sparkles and these rocks don't.</i>)</li> <li>• Explore and begin to identify changes that occur in natural and man-made materials over time (<i>Ask, What happened to the puddle? Notice that the carved pumpkin decomposes over time.</i>)</li> <li>• 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 water to see if they float).</li> </ul>	<p><b>Science: Science As Inquiry</b> Demonstrate the skills necessary to engage in scientific inquiry.</p> <p><b>Science: The Physical Environment</b> Examine the scientific view of the nature of matter.</p> <p><b>Science: Earth Systems and the Universe</b> Explain the major forces in nature: gravitational, electrical and magnetic.</p>



**DOMAIN IV: COGNITIVE DEVELOPMENT**  
**Social Studies**

<b>CONTENT STANDARDS</b> Preschool programs provide children with opportunities to:	<b>EXAMPLE PERFORMANCE INDICATORS</b> Some things a child does to demonstrate competency:	<b>Hawai'i DOE GLOs and Content and Performance Standards</b>
<b>Social Studies</b>		<b>General Learner Outcome</b> Engage in complex thinking and problem-solving.
<p><b>Standard 1: Learn about themselves and other people.</b></p> <p><b>Standard 2: Appreciate their own and other cultures.</b></p> <p><b>Standard 3: Become aware of how things, people and places change over time.</b></p>	<ul style="list-style-type: none"> <li>• Identify similarities and differences among people, such as height, hair color, eye color, skin color, language, etc.</li> <li>• Take on a variety of roles in dramatic play (<i>I'm the big brother, you're the mom.</i>)</li> <li>• Draw or paint pictures of self and others with distinguishable characteristics (<i>I painted Emma with long hair and Micah with short hair.</i>)</li> <li>• Discuss how they and their families are similar to/different from their classmates (<i>We don't have a baby in our family.</i>)</li> <li>• Participate in discussions of family rituals and traditions related to culture (<i>I call my grandma Ojiisan, you call yours Tutu.</i>)</li> <li>• 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).</li> <li>• 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>)</li> <li>• 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>)</li> <li>• Notice and talk about similarities and differences between people of different ages (<i>He's a grandpa, he has white hair.</i>)</li> <li>• Talk about yesterday, today, and tomorrow (going to the beach last weekend, an upcoming birthday party)</li> <li>• Predict how events today or in the recent past will affect the near future (<i>It rained hard so there will be puddles.</i>)</li> </ul>	<p><b>Career and Life Skills: Individual Family and Community Development</b>                      Develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.</p> <p><b>Social Studies: Cultural Anthropology:</b>                      Understand culture as a system of beliefs, knowledge, and practices shared by a group.</p> <p><b>Social Studies: Cultural diversity and unity</b>                      Understand and respect the myriad of ways that society addresses human needs and wants.</p> <p><b>Social Studies: History</b>                      Employ chronology to understand change and/or continuity and cause and/or effect in history.</p>

<p><b>Standard 4: Explore how people depend upon one another for the things (goods) and help (services) they need.</b></p>	<ul style="list-style-type: none"> <li>• Identify jobs 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>).</li> <li>• Contribute to discussions about things that everyone needs (food, water, shelter, protection, and clothing).</li> <li>• 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).</li> <li>• Talk about ways that people get the things they need (buy things with money, grow food, make clothes).</li> <li>• Demonstrate awareness of money and how it is used (play store and use slips of paper to pretend to buy things, talk about needing money to buy something).</li> </ul>	<p><b>Social Studies: Cultural Anthropology</b> Understand and respect the myriad of ways that society addresses human needs and wants.</p> <p><b>Social Studies: Economics</b> Understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.</p> <p>Understand costs benefits of economic choice and use this knowledge to make sound economic decisions.</p>
<p><b>Standard 5: Understand what people need to do to work and live together in groups.</b></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Participate in creating/following rules to ensure that everyone is safe, respected, and listened to.</li> <li>• Recognize the role of authority (leaders) and what leaders do (follows directions, talks about the role of the teacher, director).</li> <li>• Participate in group decision making (voting for the name of the class rabbit).</li> </ul>	<p><b>Social Studies: Political Science/ Civics</b> Understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.</p> <p>Understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action.</p>
<p><b>Standard 6: Develop geographic awareness</b></p>	<ul style="list-style-type: none"> <li>• Notice how objects are spatially related to one another (far/near).</li> <li>• Describe and/or draw aspects of the environment.</li> <li>• Use blocks, clay or other materials to recreate aspects of the environment.</li> <li>• Create a simple map of the home, classroom, school or neighborhood.</li> </ul>	<p><b>Social Studies: Geography</b> Students use geographic representations to organize, analyze, and present information on people, places, and environments.</p>
<p><b>Standard 7: Develop awareness of the natural environment and how it can be protected.</b></p>	<ul style="list-style-type: none"> <li>• Become aware of characteristics of the place they live and of other places.</li> <li>• Use blocks, clay or other materials to recreate aspects of the environment.</li> <li>• Talk about how people can take care of, or harm the environment.</li> <li>• Participate in efforts to protect the environment (e.g. pick up trash, save paper to be recycled).</li> </ul>	<p><b>Social Studies: Geography</b> Demonstrate stewardship of Earth's resources through understanding of society and the physical environment.</p>

## DOMAIN V: CREATIVE DEVELOPMENT



The emphasis in this domain is on children's creative expression and aesthetic development and their ability to create, respond, and appreciate. 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 drama help children to recognize and express their feelings, communicate ideas in new forms, and develop their senses.

The domain includes art, music, and creative movement and drama. 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, and opportunities for creative movement and drama nurture creative development.

The content standards in creative development are guidelines to help 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**

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



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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.

# **State of Hawai'i Good Beginnings Interdepartmental Council School Readiness Task Force**

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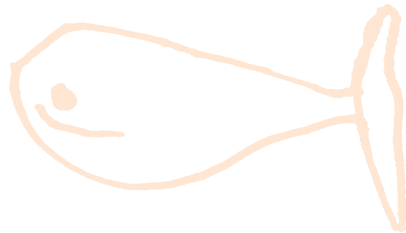
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