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(V) MATHEMATICS DOMAIN	(C) Geometry and Spatial Sense Skills	(3) Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.)	(a) Child demonstrates use of location words
(V) MATHEMATICS DOMAIN	(C) Geometry and Spatial Sense Skills	(4) Child slides, flips, and turns shapes to demonstrate that the shapes remain the same	(a) Child slides shapes to demonstrate that the shapes remain the same
(V) MATHEMATICS DOMAIN	(C) Geometry and Spatial Sense Skills	(4) Child slides, flips, and turns shapes to demonstrate that the shapes remain the same	(b) Child flips shapes to demonstrate that the shapes remain the same
(V) MATHEMATICS DOMAIN	(C) Geometry and Spatial Sense Skills	(4) Child slides, flips, and turns shapes to demonstrate that the shapes remain the same	(c) Child turns shapes to demonstrate that the shapes remain the same
(V) MATHEMATICS DOMAIN	(D) Measurement Skills. Prekindergarten children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight.	(1) Child recognizes and compares heights or lengths of people or objects	(a) Child recognizes heights or lengths of people or objects
(V) MATHEMATICS DOMAIN	(D) Measurement Skills	(1) Child recognizes and compares heights or lengths of people or objects	(b) Child compares heights or lengths of people or objects
(V) MATHEMATICS DOMAIN	(D) Measurement Skills	(2) Child recognizes how much can be placed within an object	(a) Child recognizes how much can be placed within an object
(V) MATHEMATICS DOMAIN	(D) Measurement Skills	(3) Child informally recognizes and compares weights of objects or people	(a) Child informally recognizes weights of objects or people
(V) MATHEMATICS DOMAIN	(D) Measurement Skills	(3) Child informally recognizes and compares weights of objects or people	(b) Child informally compares weights of objects or people
(V) MATHEMATICS DOMAIN	(D) Measurement Skills	(4) Child uses language to describe concepts associated with the passing of time	(a) Child uses language to describe concepts associated with the passing of time
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills. Prekindergarten children sort and classify objects using one or more attributes. They begin to use attributes of objects to duplicate and create patterns (typically referred to as algebraic thinking such as described in NCTM focal points.) With formal instruction, they will participate in creating and using real/pictorial graphs	(1) Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different	(a) Child sorts objects that are the same into groups
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(1) Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different	(b) Child sorts objects that are different into groups
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(1) Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different	(c) Child uses language to describe how the groups are similar
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(1) Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different	(d) Child uses language to describe how the groups are different
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(2) Child collects data and organizes it in a graphic representation	(a) Child collects data
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(2) Child collects data and organizes it in a graphic representation	(b) Child organizes [data] in a graphic representation

Domain	Skill	Outcome	Breakout
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(3) Child recognizes and creates patterns	(a) Child recognizes patterns
(V) MATHEMATICS DOMAIN	(E) Classification and Patterns Skills	(3) Child recognizes and creates patterns	(b) Child creates patterns



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<p>(VI) SCIENCE DOMAIN. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process."</p> <p>Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.</p> <p>The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes, including inquiry methods, analyzing information, making informed decisions, and using tools to collect and record information, while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts and organizations are encouraged to facilitate inquiry-based instruction for at least 80% of instructional time allotted for science instruction.</p> <p>In prekindergarten, children observe and describe the natural world using their five senses. Children do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes. Children develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.</p> <p>A central theme throughout the study of scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment is active engagement in asking questions, communicating ideas, and exploring with scientific tools. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations and descriptive investigations.</p> <p>Matter is described in terms of its physical properties, including relative size and mass, shape, color, and texture. The importance of light, heat, and sound energy is identified as it relates to the children's everyday life. The location and motion of objects are explored.</p> <p>Weather is recorded and discussed on a daily basis so s may begin to recognize patterns in the weather. Other patterns are observed in the appearance of objects in the sky.</p> <p>In life science, children recognize the interdependence of organisms in the natural world. They understand that all organisms have basic needs that can be satisfied through interactions with living and nonliving things.</p> <p>Children will investigate the life cycle of plants and identify likenesses between parents and offspring.</p> <p>Science content is closely integrated to math and literacy goals but adds the aspect of helping the child learn about the natural world. The prekindergarten child experiences first hand many ideas of life science, physical science, earth science and chemistry best offered in discovery and exploration opportunities. Enriched play environments support an understanding for the scientific process: observe, question, investigate, collect data, and draw conclusions.</p>			
<b>Domain</b>	<b>Skill</b>	<b>Outcome</b>	<b>Breakout</b>

Domain	Skill	Outcome	Breakout
(VI) SCIENCE DOMAIN	(A) Physical Science Skills. Prekindergarten children learn to explore properties of materials, positions, and motion of objects through investigations which allow them to notice the attributes of each of these. These explorations using the senses continue as children use attributes to classify and sort objects, make observations and predictions, problem- solve, compare, and question. Children learn about sources of energy by investigating and discussing light, heat, electricity, and magnetism. This builds early understanding of life science, physical science, earth science and chemistry. Processes such as observing and recording data, posing questions, predicting, investigating and drawing conclusions can provide experiences to support literacy, math, and sciences.	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(a) Child observes properties of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(b) Child observes characteristics of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(c) Child investigates properties of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(d) Child investigates characteristics of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(e) Child describes properties of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(f) Child describes characteristics of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(g) Child discusses properties of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(1) Child observes, investigates, describes, and discusses properties and characteristics of common objects	(h) Child discusses characteristics of common objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(a) Child observes position of objects

Domain	Skill	Outcome	Breakout
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(b) Child observes motion of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(c) Child investigates position of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(d) Child investigates motion of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(e) Child describes position of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(f) Child describes motion of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(g) Child discusses position of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(2) Child observes, investigates, describes, and discusses position and motion of objects	(h) Child discusses motion of objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(3) Child uses simple measuring devices to learn about objects	(a) Child uses simple measuring devices to learn about objects
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(a) Child observes sources of energy including light
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(b) Child observes sources of energy including heat
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(c) Child observes sources of energy including electricity
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(d) Child investigates sources of energy including light
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(e) Child investigates sources of energy including heat

Domain	Skill	Outcome	Breakout
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(f) Child investigates sources of energy including electricity
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(g) Child describes sources of energy including light
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(h) Child describes sources of energy including heat
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(i) Child describes sources of energy including electricity
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(j) Child discusses sources of energy including light
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(k) Child discusses sources of energy including heat
(VI) SCIENCE DOMAIN	(A) Physical Science Skills	(4) Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity	(l) Child discusses sources of energy including electricity
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills. Prekindergarten children are naturally curious about the characteristics of organisms. Children understand differences in living and non-living things.	(1) Child observes, investigates, describes, and discusses the characteristics of organisms	(a) Child observes the characteristics of organisms
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(1) Child observes, investigates, describes, and discusses the characteristics of organisms	(b) Child investigates the characteristics of organisms
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(1) Child observes, investigates, describes, and discusses the characteristics of organisms	(c) Child describes the characteristics of organisms
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(1) Child observes, investigates, describes, and discusses the characteristics of organisms	(d) Child discusses the characteristics of organisms
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(2) Child describes life cycles of organisms	(a) Child describes life cycles of organisms
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(3) Child observes, investigates, describes, and discusses the relationship of organisms to their environments	(a) Child observes the relationship of organisms to their environments

Domain	Skill	Outcome	Breakout
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(3) Child observes, investigates, describes, and discusses the relationship of organisms to their environments	(b) Child investigates the relationship of organisms to their environments
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(3) Child observes, investigates, describes, and discusses the relationship of organisms to their environments	(c) Child describes the relationship of organisms to their environments
(VI) SCIENCE DOMAIN	(B) Life Sciences Skills	(3) Child observes, investigates, describes, and discusses the relationship of organisms to their environments	(d) Child discusses the relationship of organisms to their environments
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills. Prekindergarten children are enthusiastic learners about earth and space. They are discovering their place in the world and how to impact their environment with positive actions.	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(a) Child observes earth materials
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(b) Child investigates earth materials
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(c) Child describes earth materials
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(d) Child discusses earth materials
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(e) Child discusses [earth materials'] properties
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(1) Child observes, investigates, describes, and discusses earth materials, and their properties and uses	(f) Child discusses [earth materials'] uses
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(2) Child identifies, observes, and discusses objects in the sky	(a) Child identifies objects in the sky
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(2) Child identifies, observes, and discusses objects in the sky	(b) Child observes objects in the sky
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(2) Child identifies, observes, and discusses objects in the sky	(c) Child discusses objects in the sky
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(3) Child observes and describes what happens during changes in the earth and sky	(a) Child observes what happens during changes in the earth
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(3) Child observes and describes what happens during changes in the earth and sky	(b) Child observes what happens during changes in the sky

Domain	Skill	Outcome	Breakout
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(3) Child observes and describes what happens during changes in the earth and sky	(c) Child describes what happens during changes in the earth
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(3) Child observes and describes what happens during changes in the earth and sky	(d) Child describes what happens during changes in the sky
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(4) Child demonstrates the importance of caring for our environment and our planet	(a) Child demonstrates the importance of caring for our environment
(VI) SCIENCE DOMAIN	(C) Earth and Space Science Skills	(4) Child demonstrates the importance of caring for our environment and our planet	(b) Child demonstrates the importance of caring for our planet

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**(VII) SOCIAL STUDIES DOMAIN**

Social studies is integral to young children’s lives and is naturally engaging in the classroom. Driven by a desire to know and achieve mastery over self, family and their environment, children are eager to gain understanding of the many aspects of their culture and community beginning with their family, then moving into the environmental world. Through social studies, children begin to develop the self-understanding that will serve as a foundation for learning about others and the world. Although all aspects of education have the goal of preparing children to become contributing members of society, social studies is particularly well suited to foster the skills and attitudes necessary for citizenship in a democracy. Skills such as beginning economics, geography awareness, problem-solving, decision-making, and working independently as well as in teams in a classroom, prepare children to become fully functioning members of society.

Prekindergarten children come from a variety of cultural and linguistic settings; therefore, their understanding of the world around them can be unique and very diverse. It is important to realize that children bring different background knowledge to the classroom, and this will undoubtedly influence their understanding of some concepts in the social studies domain. Therefore, it is important to incorporate and honor the child’s home, community, and culture in their understanding and world view.

Domain	Skill	Outcome	Breakout
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills. Prekindergarten children are aware of time and begin to organize their lives around it. Four-year-old children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to their cultural background as well as present and future activities, demonstrating evidence of their growing understanding of time, change, culture, and continuity.	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(a) Child identifies similarities between himself, classmates and other children inclusive of specific characteristics
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(b) Child identifies similarities between himself, classmates and other children inclusive of cultural influences
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(c) Child identifies differences between himself, classmates and other children inclusive of specific characteristics
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(d) Child identifies differences between himself, classmates and other children inclusive of cultural influences
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(2) Child identifies similarities and differences in characteristics of families	(a) Child identifies similarities in characteristics of families

Domain	Skill	Outcome	Breakout
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(2) Child identifies similarities and differences in characteristics of families	(b) Child identifies differences in characteristics of families
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(3) Child connects [his] life to events, time, and routines	(a) Child connects [his] life to events
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(3) Child connects [his] life to events, time, and routines	(b) Child connects [his] life to time
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(3) Child connects [his] life to events, time, and routines	(c) Child connects [his] life to routines
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills. In prekindergarten, children learn about the world in their community. They explore the roles and relationships of consumers and producers and become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways.	(1) Child demonstrates that all people need food, clothing, and shelter	(a) Child demonstrates that all people need food
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(1) Child demonstrates that all people need food, clothing, and shelter	(b) Child demonstrates that all people need clothing
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(1) Child demonstrates that all people need food, clothing, and shelter	(c) Child demonstrates that all people need shelter
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(2) Child demonstrates understanding of what it means to be a consumer	(a) Child demonstrates understanding of what it means to be a consumer
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(a) Child discusses the roles of family
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(b) Child discusses the roles of school
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(c) Child discusses the roles of community helpers
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(d) Child discusses the responsibilities of family
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(e) Child discusses the responsibilities of school
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(f) Child discusses the responsibilities of community helpers



Domain	Skill	Outcome	Breakout
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills. Prekindergarten children begin to think about geography using location and direction. Children use direction to locate their relative position in space and to locate their home and school in their community.	(1) Child identifies and creates common features in the natural environment	(a) Child identifies common features in the natural environment
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills	(1) Child identifies and creates common features in the natural environment	(b) Child creates common features in the natural environment
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills	(2) Child explores geography tools and resources	(a) Child explores geography tools
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills	(2) Child explores geography tools and resources	(b) Child explores geography resources
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills. The child begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.	(1) Child identifies flags of the United States and Texas	(a) Child identifies [the flag] of the United States
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(1) Child identifies flags of the United States and Texas	(b) Child identifies [the flag] of Texas
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(2) Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*	(a) Child recites the Pledge of Allegiance to the United States flag
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(2) Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*	(b) Child recites the Pledge of Allegiance to the state flag
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(2) Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*	(c) Child observes a moment of silence*
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(3) The child engages in voting as a method for group decision-making	(a) The child engages in voting as a method for group decision-making

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<p>(VIII) FINE ARTS DOMAIN</p> <p>Art can help children learn to observe, organize, and interpret experiences through multiple mediums. They can express themselves through dance, music, dramatic play, painting, sculpture, drawing, and other movement. For prekindergarten children, art begins with exploration, discovering how things feel, look, and sound. Children need to experiment with manipulating and transforming materials and feel free to express ideas and experiences. Teachers can encourage this by providing opportunities for children to engage in the “process” of creating rather than worrying about the “product” that is created. Art can integrate across domains and support many aspects of development. Children can increase vocabulary, develop social emotional skills such as self-expression, and strengthen fine and gross motor skills.</p>			
Domain	Skill	Outcome	Breakout
(VIII) FINE ARTS DOMAIN	(A) Art Skills. Children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They also begin to gain control of fine-motor muscles and practice hand-eye coordination. The majority of art experiences should be model and/or sample free with focus being on the process. Teachers should avoid having a preconceived idea of what the end product should look like and refrain from “fixing” a child’s art work with the understanding that there is not a right or wrong way to create the art.	(1) Child uses a variety of art materials and activities for sensory experience and exploration	(a) Child uses a variety of art materials for sensory experience
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(1) Child uses a variety of art materials and activities for sensory experience and exploration	(b) Child uses a variety of art materials for sensory exploration
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(1) Child uses a variety of art materials and activities for sensory experience and exploration	(c) Child uses a variety of art activities for sensory experience
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(1) Child uses a variety of art materials and activities for sensory experience and exploration	(d) Child uses a variety of art activities for sensory exploration
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(2) Child uses art as a form of creative self-expression and representation	(a) Child uses art as a form of creative self-expression
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(2) Child uses art as a form of creative self-expression and representation	(b) Child uses art as a form of creative representation
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(3) Child demonstrates interest in and shows appreciation for the creative work of others	(a) Child demonstrates interest in the creative work of others
(VIII) FINE ARTS DOMAIN	(A) Art Skills	(3) Child demonstrates interest in and shows appreciation for the creative work of others	(b) Child shows appreciation for the creative work of others

Domain	Skill	Outcome	Breakout
(VIII) FINE ARTS DOMAIN	(B) Music Skills. Four-year- old children express themselves through singing and movement and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with music concepts, volume, tempo, and sound. They begin to appreciate different types of music.	(1) Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms	(a) Child participates in classroom music activities including singing
(VIII) FINE ARTS DOMAIN	(B) Music Skills	(1) Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms	(b) Child participates in classroom music activities including playing musical instruments
(VIII) FINE ARTS DOMAIN	(B) Music Skills	(1) Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms	(c) Child participates in classroom music activities including moving to rhythms
(VIII) FINE ARTS DOMAIN	(B) Music Skills	(2) Child responds to different musical styles through movement and play	(a) Child responds to different musical styles through movement
(VIII) FINE ARTS DOMAIN	(B) Music Skills	(2) Child responds to different musical styles through movement and play	(b) Child responds to different musical styles through play
(VIII) FINE ARTS DOMAIN	(C) Dramatic Expression Skills. Creative drama in prekindergarten involves young children in expressive and spontaneous productions. Children demonstrate their unique interpretation of music, songs, and stories through movement and dramatic experiences. These experiences contribute to children’s ability to communicate more effectively and engage in cooperative activity with others.	(1) Child creates or recreates stories, moods, or experiences through dramatic representations	(a) Child creates or recreates stories, moods, or experiences through dramatic representations

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(IX) PHYSICAL DEVELOPMENT DOMAIN. Research demonstrates that children’s knowledge is developed from their own actions. Thus, learning relates directly to mobility and motor skills. The motor developmental domain influences many aspects of children’s success in cognitive, perceptual, and social development. Teachers should provide activities that promote the development of gross and fine motor skills. The development of physical milestones help children to gain and maintain self-confidence and stability and contribute to such activities as holding a pencil or crayon and writing. Running, hopping, starting and stopping, changing direction, and catching and throwing are the prerequisites for the games of middle childhood that further advance children’s cognitive and social development. Interacting with children not only sets a good example of physical activity, but also results in children’s showing signs of improved mental health and emotional status and closer teacher-child relationships. Activities to develop physical skill and refine motor development will be included in early childhood education and developmentally appropriate environments through games and group play. Rhythmic, stability, loco-motor, and manipulative skills are important and can be addressed in a number of ways. Most importantly, though, these activities should make a meaningful link with social, emotional, and cognitive development. Physical activity not only promotes cognition but also can enhance children’s social skills and self-esteem through group participation.

Free, unstructured outdoor play as a means of developing gross motor, fine motor, and sensory skills is valuable to children’s overall well-being.

Domain	Skill	Outcome	Breakout
(IX) PHYSICAL DEVELOPMENT DOMAIN	(A) Gross Motor Development Skills. Children explore their physical space and understand how their bodies function in space through active movement experiences. Large-motor skills are developed first, followed by stability (turning, twisting, balancing, dodging) and manipulative (throwing, catching, kicking, striking) motor skills. Gross motor development requires thought and deliberate movement. Four-year-old children develop greater control of gross-motor manipulative movements that involve giving force to objects and receiving force from objects.	(1) Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	(a) Child demonstrates coordination in isolation (may not yet coordinate consistently with a partner)
(IX) PHYSICAL DEVELOPMENT DOMAIN	(A) Gross Motor Development Skills	(1) Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	(b) Child demonstrates balance in isolation (may not yet coordinate consistently with a partner)
(IX) PHYSICAL DEVELOPMENT DOMAIN	(A) Gross Motor Development Skills	(2) Child coordinates sequence of movements to perform tasks	(a) Child coordinates sequence of movements to perform tasks

Domain	Skill	Outcome	Breakout
(IX) PHYSICAL DEVELOPMENT DOMAIN	(B) Fine–Motor Development Skills. Fine-motor manipulative movements involve object-handling activities that emphasize motor control, precision, and accuracy of movement. Cutting with scissors, manipulating modeling dough, and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later school years. Fine motor activities can be easily integrated into each learning center and help to strengthen the small muscles of hands in preparation for writing.	(1) Child shows control of tasks that require small-muscle strength and control	(a) Child shows control of tasks that require small-muscle strength
(IX) PHYSICAL DEVELOPMENT DOMAIN	(B) Fine–Motor Development Skills	(1) Child shows control of tasks that require small-muscle strength and control	(b) Child shows control of tasks that require small-muscle control
(IX) PHYSICAL DEVELOPMENT DOMAIN	(B) Fine–Motor Development Skills	(2) Child shows increasing control of tasks that require eye-hand coordination	(a) Child shows increasing control of tasks that require eye-hand coordination
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills. Prekindergarten children demonstrate an understanding of health and safety issues related to their daily routines and activities. Children learn to make healthy choices in nutrition and understand the importance of well-being through exercise and rest.	(1) Child practices good habits of personal safety	(a) Child practices good habits of personal safety
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(2) Child practices good habits of personal health and hygiene	(a) Child practices good habits of personal health
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(2) Child practices good habits of personal health and hygiene	(b) Child practices good habits of personal hygiene
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(3) Child identifies good habits of nutrition and exercise	(a) Child identifies good habits of nutrition
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(3) Child identifies good habits of nutrition and exercise	(b) Child identifies good habits of exercise

<b>Proclamation 2021 Breakouts to the Texas Prekindergarten Guidelines (TPG)</b>			
<b>Course</b>	Prekindergarten		
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<p>(X) TECHNOLOGY APPLICATIONS DOMAIN</p> <p>Young children have much to gain from the use of technology. In prekindergarten, they expand their ability to acquire information, solve problems, and communicate with others. Regular access and exposure to computers and related technology can enhance this learning. Children use engaging, age-appropriate, and challenging learning applications, programs, and websites to extend their knowledge and to enrich their learning of curriculum content and concepts. These technologies serve as important learning tools and are integrated throughout the instructional program. Providing access to a variety of technologies is critical in the development of 21st century skills that young children need to learn and grow.</p>			
Domain	Skill	Outcome	Breakout
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills. Children learn how technology can enhance our lives. Technology includes computers, voice/sound recorders, televisions, digital cameras, personal digital assistants, MP3 devices, iPods, iPads, tablets, laptops, interactive boards, document readers, smart phones, and digital projectors. Surrounded by technology, children can benefit from becoming aware of and interacting with voice/sound recorders and other technology that may be available. They develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of developmentally appropriate interactive media.	(1) Child opens and navigates through digital learning applications and programs	(a) Child opens digital learning applications
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(1) Child opens and navigates through digital learning applications and programs	(b) Child navigates through digital learning applications
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(1) Child opens and navigates through digital learning applications and programs	(c) Child opens digital programs
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(1) Child opens and navigates through digital learning applications and programs	(d) Child navigates through digital programs
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(2) Child uses, operates, and names a variety of digital tools	(a) Child uses a variety of digital tools
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(2) Child uses, operates, and names a variety of digital tools	(b) Child operates a variety of digital tools
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(2) Child uses, operates, and names a variety of digital tools	(c) Child names a variety of digital tools
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(3) Child uses digital learning applications and programs to create digital products and express own ideas	(a) Child uses digital learning applications to create digital products

Domain	Skill	Outcome	Breakout
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(3) Child uses digital learning applications and programs to create digital products and express own ideas	(b) Child uses digital learning applications to express own ideas
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(3) Child uses digital learning applications and programs to create digital products and express own ideas	(c) Child uses digital programs to create digital products
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(3) Child uses digital learning applications and programs to create digital products and express own ideas	(d) Child uses digital programs to express own ideas
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(4) Child uses technology to access appropriate information	(a) Child uses technology to access appropriate information
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(5) Child practices safe behavior while using digital tools and resources	(a) Child practices safe behavior while using digital tools
(X) TECHNOLOGY APPLICATIONS DOMAIN	(A) Technology and Devices Skills	(5) Child practices safe behavior while using digital tools and resources	(b) Child practices safe behavior while using digital resources