

P.L.A.C.E.S.

6 Domains Of Early Learning And Development

Domain	Description	Example
P	Physical development can be divided into two components: 1) Motor Development, and 2) Health, Safety & Nutrition. High-quality learning environments provide opportunities for children to develop fundamental motor skills and to engage in healthy lifestyles.	Dasol sought any way possible to make learning physical. Once outside, this active, impetuous learner could be still for an extended period when it fulfilled his play narrative. Knowing this, the observant teacher crafted meaningful, physical engagements in and out of the classroom.
PHYSICAL		
L	Human language is a built-in genetic predisposition to connect, hard-wired into the brain. We are wired to connect. Language provides multiple important functions for children. The development and association of print with meaning begins early in a child's life.	Eighteen-month old Jake was playing at home when frightened by a loud noise. Comforted by reading, he grabbed a favorite book and turned the page until he found a picture of a scared sheep. Unable to describe his experience, he understood there was a book where his feeling was written down.
LANGUAGE		
A	The aesthetic domain refers to children's appreciation of natural beauty, and their experience in the arts (art, music, dance, drama). They make judgments and preferences based on all the exposure and discovery provided to every child in the classroom.	A teacher took her children on a nature walk when the leaves were turning yellow, red and brown. One child suggested collecting leaves. The teacher utilized classroom resources as storage options to collect leaves. Once back in the classroom, the children found different ways to use their new treasures.
AESTHETIC		
C	Asking children open ended questions about topics that interest them fuels their enthusiasm for learning. As children develop their cognitive abilities, they will be able to solve complex problems. Effective teachers strive to teach children, not curriculum.	A child asked his teacher "Where do trees come from?" This question grew within the class as they developed an abundance of activities, lessons, and circle time conversations for the entire class. Studying science was rooted in the real world the children were experiencing.
COGNITIVE		
E	Understanding one's own emotions and developing compassion for other's feelings are valuable skills. The best place to see children's emotional capacity is to observe them at play. Helping children identify difficult behavior develops resilience and helps them become effective problem solvers.	The classroom parakeet funeral was over the top for most of the kindergartners. But for one set of girls, this was just the right way to relate to one another, and this emotional expression and interaction utilized rituals to express collective loss.
EMOTIONAL		
S	The development of personal relationships and appreciating the similarities and differences among people are typical social skills a child must acquire. Social skills are best learned during situations that arise in the classroom organically.	Two-year old Gabriella encountered difficulties joining children during open-ended play. As the school year progressed, Gabriella learned how to ask her friends to join them. At the end of the school year, the teacher observed and documented that Gabriella was showing emergent leadership skills.
SOCIAL		

Adapted from Kostelnik, M., Soderman, A., & Whiren, A. (2015). *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education (6th ed.)*. London, UK: Pearson.

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