



Archdiocese of Louisville

**Early Childhood
Education Standards
2024**

Early Childhood Education in the Archdiocese of Louisville

The Archdiocese of Louisville Early Childhood programs are committed to meeting students' needs through developmentally appropriate instruction grounded in Constructivist learning theory and the Danielson Framework for Teaching. Our programs will take a "whole-child" approach to education, developing our youngest learners academically, socially, emotionally, and spiritually. Our Early Childhood programs strive to partner with families to provide students with a strong foundation for Kindergarten and beyond.

4 C's

The 4 C's are Communication, Collaboration, Creativity, and Critical Thinking. These are the four areas that should be considered when designing Early Childhood Instruction. Archdiocese of Louisville students in our Early Childhood programs will work to develop their communication, collaboration, creativity, and critical thinking skills. Communication is about sharing thoughts, questions, ideas, and solutions effectively and receiving the thoughts of others. Collaboration centers on the ability to listen and respond, and this, in turn, requires a high degree of empathy; it is about working together to reach a goal and combining different and complementary skills and experiences. Creativity is integral to a wide range of skills, such as innovation, invention, design thinking, and mathematics. Creative skill stimulates idea production, verbal fluency, mental flexibility, and originality. Lastly, critical thinking explores the "how" and "why;" it requires students to dig deeper to solve problems. Critical thinkers understand the implications of their actions, reflecting on any issue from multiple perspectives.

Document Organization

This document is organized into Domains and Strands. Our 4 domains are grounded in the 4C's, and our strands are subject-based. The strands are as follows: Approaches to Learning, Social Emotional Learning, Language and Literacy, Mathematical Thinking, The Arts, Scientific Thinking, and Social Studies. The Physical Development, Health, and Wellbeing standards are not nested within the 4C domains. Each standard has its own code that is unique to our Archdiocese (see Archlou Code column).

Collaboration

Archlou Code	Standard	KY Code
STRAND: Approaches to Learning		
AL-AL.1.1	Maintains focus and sustains attention Possible Examples: <ul style="list-style-type: none"> ● A child carefully strings beads one by one to make a necklace. ● Students listen to a story read by their teacher. ● A student focuses on drawing a picture of their family while classmates play instruments nearby. 	1.1
Supportive Practices <ul style="list-style-type: none"> ● Model attending to tasks using think alouds, books, and other child-appropriate references ● Praise students who are consistently on task ● Redirect students back to their activity or center when necessary 		
STRAND: Social Emotional Learning		
AL-SEL.1.1	Demonstrate the knowledge and skills needed to participate successfully in groups Possible Examples: <ul style="list-style-type: none"> ● Takes roles in a shared pretend activity. Ex) In the housekeeping center, one student makes dinner while another feeds a baby doll. ● Maintains a friendship with at least one other child ● Communicates emotions appropriately. ● Ask for help when necessary. 	1.2
AL-SEL.1.2	Demonstrates the ability to participate in classroom activities and follow classroom rules. Possible Examples: <ul style="list-style-type: none"> ● Follows routines independently, with minimal support needed. ● Uses materials appropriately. ● Participates in group activities. ● Shifts attention and moves through transitions with adult guidance as needed. ● Anticipates typical consequences for specific behavior. 	1.3
Supportive Practices <ul style="list-style-type: none"> ● Assign roles in a group and clearly state expectations for each role (ex. Classroom jobs, small group roles, etc.) ● Model strategies like taking turns, expressing needs/wants, communicating emotions, patience, and empathy ● Share literature with examples and non-examples of groups working together successfully ● Facilitate conversations with students when challenges and successes arise 		
STRAND: Language and Literacy		
AL-LL.1.1	Listens to and/or responds to a variety of literacy-related experiences with interest and engagement Possible Examples: <ul style="list-style-type: none"> ● Actively participates in storytelling and read alouds ● A child imitates the act of reading 	3.1

Supportive Practices

- Plan pauses for student response during read alouds
- Encourage discussion about literacy experiences between children
- Model a love for language and literacy

STRAND: Mathematical Thinking

AL-MT.1.1

Describes and compares measurable attributes of objects

Possible Examples:

- Students work together to sort a group of counting bears first by color then by size
- A child compares her backpack to her classmate's saying, "mine is heavier!"
- Students show awareness of simple time concepts and sequence of events. Ex) We go to recess after lunch

1.4

Supportive Practices

- Provide access to a variety of materials of different sizes, shapes, colors, etc.
- Model measuring, counting, etc. and use partner/group work as a strategy to practice math skills
- Ask open ended questions about math concepts during play based learning

STRAND: The Arts

AL-A.1.1

Imitates movement after participating in or watching others move as they play or dance.

Possible Examples:

- A child joins the line of children marching to the beat of the song

1.2c

Supportive Practices

- Expose students to different types of movement, songs, games, etc.
- Vary partner pairs and small groups

STRAND: Scientific Inquiry

NA

STRAND: Social Studies

AL-SS.1.1

Shows an awareness of fundamental economic concepts

Possible Examples:

- Recognizes that sometimes there are not enough toys for everyone
- Trades objects, roles, or positions with someone else
- Recognizes that money is used to buy things

1.3

AL-SS.1.2

Contributes as a member of the classroom community by following rules

Possible Examples:

- Students follow routines that have been explained to them
- Children follow rules with reminders and practice

1.4

AL-SS.1.3

Demonstrates understanding of roles and relationships within families and the community

Possible Examples:

Students describe roles in their family. Ex) My mom has to take us to soccer because my dad is at work, I help clean up while my dad puts the baby to bed, etc.

1.5

AL-SS.1.4	Identifies and respects similarities and differences among familiar people and their cultural traditions Possible Examples: <ul style="list-style-type: none"> ● Identifies and respects similarities and differences between self and others ● Recognizes and respects that people differ in their cultural traditions such as language, dress, food, and other aspects of their lives 	1.6
<p style="text-align: center;">Supportive Practices</p> <ul style="list-style-type: none"> ● Call attention to economic concepts within dramatic play ● Create predictable routines, clearly expressed rules, and natural/expected consequences ● Get to know students - ask questions about family, interests, traditions, heritage, etc. ● Model curiosity, especially with regards to diversity and difference ● Be intentional that students are represented within the curriculum 		

Communication

Archlou Code	Standard	KY Code
	STRAND: Approaches to Learning	
AL-AL.2.1	<p>Explores a wide range of topics, ideas, and interests</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Students share their learning with peers and adults. ● Students participate in discussions about a variety of topics, ideas, and activities. ● A student gathers flowers from the playground to take them to the science center so she can see what they look like under a magnifying glass. 	3.1
AL-AL.2.2	<p>Seeks assistance from peers and adults as need to solve problems and accomplish tasks</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● A student asks his/her peer to hold a grocery bag so they can fill it with items from the play kitchen. ● A student asks for help zipping their coat. 	4.2b
<p>Supportive Practices</p> <ul style="list-style-type: none"> ● Provide students with explicit problem solving strategies and model them (example strategies: taking a deep breath, cool down corner, count to 5, walk away, ask an adult to help, get a drink, identify/express emotions, etc.) ● Be calm and patient when students are dysregulated 		
	STRAND: Social Emotional Learning	
AL-SEL.2.1	<p>Uses a variety of strategies to solve social problems and conflicts with guidance</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Students accept and/or ask for help solving social conflicts. ● Students offer ideas for problem solving when prompted by an adult 	1.5
<p>Supportive Practices</p> <ul style="list-style-type: none"> ● Adhere to predictable routines ● Use think alouds and/or role play to model social situations ● Prompt students in conflict with two to three strategies for conflict resolution 		
	STRAND: Language and Literacy	
AL-LL.2.1	<p>Attends and responds to nonverbal and verbal communication of others in a variety of situations</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● A child nods and smiles when asked if they'd like a snack ● Understand simple directions ● Responds appropriately to verbal and nonverbal communication 	1.1
AL-LL.2.2	<p>Uses language and non-verbal communication for a variety of purposes</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● A child crosses their arms and slumps when the clean up song begins ● A child uses non-verbal communication to indicate needs ● Children respond appropriately in conversations and discussions with peers and adults 	2.1, 2.2

	<ul style="list-style-type: none"> • Uses new vocabulary • Adjusts pitch, intonation, pace, and volume based on the situation 	
AL-LL.2.3	Communicates with increasing clarity and use of conventional grammar Possible Examples: <ul style="list-style-type: none"> • A child speaks clearly enough to be understood by peers and adults • A child uses simple and complex sentences to express self, but grammar is not always correct. Ex) I gave hers a cookie, He runned fast on the playground, etc. 	2.3
AL-LL.2.4	Recognizes that the purpose of writing is communication Possible Examples: <ul style="list-style-type: none"> • Recognizing oral communication can be represented by written language. Ex) a child asks her teacher what she'd like for lunch and she scribbles down the order 	4.1
Supportive Practices <ul style="list-style-type: none"> • Use non-verbal cues and explain their meaning • Call out character communication within books, videos, plays, etc. • Expose students to unfamiliar vocabulary • Correct grammar when necessary and appropriate • Model strong command of verbal and written language 		
STRAND: Mathematical Thinking		
AL-M.2.1	Rote counts in sequence to 5 and beyond Possible Examples: <ul style="list-style-type: none"> • A child yells "one, two, three!" before jumping off a platform on the playground • A child counts all the students in his group • Students can count objects to answer the question "how many" 	1.1a
Supportive Practices <ul style="list-style-type: none"> • Integrate counting into songs, passing materials, play, partner activities, etc. 		
STRAND: The Arts		
AL-A.2.1	Imitates movement after participating in or watching others move as they play or dance. Possible Examples: <ul style="list-style-type: none"> • A child joins the line of children marching to the beat of the song 	1.2c
Supportive Practices <ul style="list-style-type: none"> • Expose students to a variety of artistic experiences • Facilitate conversations about the arts 		
STRAND: Scientific Inquiry		
AL-S.1.1	Engages in scientific talk Possible Examples: <ul style="list-style-type: none"> • Students ask questions and make predictions • Students describe and explain their experiments and their conclusions/results 	1.3
AL-S.1.2	Records and communicates observations in a variety of ways Possible Examples: <ul style="list-style-type: none"> • A child draws a picture of a rock sinking in water • A child drops a rock in a puddle to show it sinking 	1.3e

	<ul style="list-style-type: none"> • A child tells the teacher that rocks sink in water 	
	STRAND: Social Studies	
AL-SS.2.1	<p>Shows an awareness of fundamental economic concepts</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Recognizes that sometimes there are not enough toys for everyone • Trades objects, roles, or positions with someone else • Recognizes that money is used to buy things 	1.3
AL-SS.2.2	<p>Contributes as a member of the classroom community by following rules</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Students follow routines that have been explained to them • Children follow rules with reminders and practice 	1.4
AL-SS.2.3	<p>Demonstrates understanding of roles and relationships within families and the community</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Students describe roles in their family. Ex) My mom has to take us to soccer because my dad is at work, I help clean up while my dad puts the baby to bed, etc. 	1.5
AL-SS.2.4	<p>Identifies and respects similarities and differences among familiar people and their cultural traditions</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> • Identifies and respects similarities and differences between self and others • Recognizes and respects that people differ in their cultural traditions such as language, dress, food, and other aspects of their lives 	1.6
Supportive Practices		
<ul style="list-style-type: none"> • Draw upon knowledge of students to facilitate conversations about social studies concepts; make connections to individual student experiences • Compare and contrast 		

Creativity

Archlou Code	Standard	KY Code
	STRAND: Approaches to Learning	
AL-AL.3.1	<p>Persists at challenging tasks</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● After struggling to snip paper strips, a student adjusts the position of the scissors and tries again with success. ● A student sets up a row of dominoes end-to-end, but they fall down. The student sighs then picks up the dominoes and places them back in line. 	1.2
AL-AL.3.2	<p>Uses creative approaches for learning</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● A student hangs a doll blanket over a table and says, “we’re camping!” ● A student collects shells from the science center and uses them to make patterns in playdoh. 	2.1
AL-AL.3.3	<p>Uses imagination in play and interactions with others</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Students use materials in new and different ways. ● Students engage in dramatic play, taking on different roles and pretending. 	2.2
AL-AL.3.4	<p>Initiates explorations, investigations, and interactions</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Students seek out and participate in new experiences (trying new foods, skills, and activities). ● Students use new tools and materials to discover. ● Students take reasonable risks. 	3.2
<p>Supportive Practices</p> <ul style="list-style-type: none"> ● Ask open ended questions ● Allow access to a variety of materials and give an appropriate level of freedom with the use of those materials ● Let children lead learning and play experiences ● Enable students to follow through with creative exploration 		
	STRAND: Social Emotional Learning	
AL-SEL.3.1	<p>Demonstrates self-identity and sense of self</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Student can describe him/herself ● Student can identify feelings and likes/dislikes ● Student demonstrates self-confidence through interactions 	1.4
AL-SEL.3.2	<p>Uses a variety of strategies to solve social problems and conflicts with guidance</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● A child accepts help from a peer ● A child asks to take the next turn on the swing ● A child offers ideas when discussing how to mitigate conflict 	1.5

Supportive Practices		
<ul style="list-style-type: none"> Use strategies like social stories and role play to model how to appropriately handle conflict and emotions 		
STRAND: Language and Literacy		
AL-LL.3.1	Tells and retells a story Possible Examples: <ul style="list-style-type: none"> A child acts out The Hungry Caterpillar in the kitchen center A child uses pictures and illustrations to explain a story A child uses their own experiences to make connections to a story 	3.6
AL-LL.3.2	Explores the physical aspect of writing Possible Examples: <ul style="list-style-type: none"> A student experiments with different ways to grasp writing tools A child adjusts paper position when writing Shows awareness of the directionality of print (top to bottom, left to right) 	4.3
Supportive Practices		
<ul style="list-style-type: none"> Be attentive to students' storytelling Expose students to a variety of songs, stories, dramas, etc. Provide students with opportunities and materials to form creative literacy experiences 		
STRAND: Mathematical Thinking		
AL-M.3.1	Combines and separates 2D and 3D shapes to make other shapes or designs Possible Examples: <ul style="list-style-type: none"> A student combines several hexagon pattern blocks to make a beehive A child notices 4 squares within a rectangle A child builds a castle using 3 rectangular blocks and two triangles 	1.2c
AL-M.3.2	Completes simple puzzles Possible Examples: <ul style="list-style-type: none"> Two children take turns adding the next piece to the puzzle 	1.2g
AL-M.3.3	Uses the attributes of objects for comparison and patterning Possible Examples: <ul style="list-style-type: none"> Describes objects using multiple attributes. Ex) The teddy bear is soft, brown, small, and squishy Sorts objects using one or more attributes. Ex) A child sorts a bowl of buttons by color, by shape, and by size Creates repeating patterns. Ex) students line themselves up tall, short, tall, short, tall, short. Recognizes and extends simple repeating patterns. Ex) A tall child exclaims "I'm next!" in the previous example 	1.3
Supportive Practices		
<ul style="list-style-type: none"> Facilitate conversation between students about math concepts Model and emphasize the connection between creativity and math 		
STRAND: The Arts		

AL-A.3.1	Develops skills in an appreciation of visual arts, music, dance, and drama. Possible Examples: <ul style="list-style-type: none"> • Students tap to the beat of a song • Students engage in pretend play with appropriate props • Students explore different types of movement 	1.1,1.2,1.3
<p style="text-align: center;">Supportive Practices</p> <ul style="list-style-type: none"> • Model a love for art, music, dance, and drama • Expose students to a wide range of arts • Ensure student led artistic experiences 		
<p style="text-align: center;">STRAND: Scientific Inquiry</p>		
AL-S.3.1	Records and communicates observations in a variety of ways Possible Examples: <ul style="list-style-type: none"> • A child draws a picture of a rock sinking in water • A child drops a rock in a puddle to show it sinking • A child tells the teacher that rocks sink in water 	1.3e
<p style="text-align: center;">Supportive Practices</p> <ul style="list-style-type: none"> • Provide students standard tools (tweezers, binoculars, magnifying glass, magnets, etc) and non standard tools (paper towel rolls, paper clips, rolling pin, etc) 		
<p style="text-align: center;">STRAND: Social Studies</p>		
AL-SS.3.1	Recognizes and describes characteristics of familiar places Possible Examples: <ul style="list-style-type: none"> • A child colors a house blue because his house is blue • A child points to the sidewalk and says, "That's where I ride my bike!" • A child draws a large yellow "M" and puts it on a building and says, "Look it's McDonalds!" 	1.2
AL-SS.3.2	Describes rules that are important in different settings or situations Possible Examples: <ul style="list-style-type: none"> • A child says, "We whisper when we're in the library" • A child says, "My grandma makes me nap after lunch" 	1.4c
<p style="text-align: center;">Supportive Practices</p> <ul style="list-style-type: none"> • Provide materials like maps, charts, and puzzles that allow students to build their social studies skills 		

Critical Thinking

Archloun Code	Standard	KY Code
	STRAND: Approaches to Learning	
AL-AL.4.1	<p>Makes a plan and engages in the planned activity or project to completion</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● A student says, "I want to paint after lunch," and goes to the art center after eating. ● After reading a book about ants, a student asks to go on an ant hunt during outdoor playtime. 	1.3
Supportive Practices		
<ul style="list-style-type: none"> ● Provide an appropriate level of freedom and student agency ● Provide gentle reminders ● Take notes and use anecdotal evidence to monitor student progress 		
	STRAND: Social Emotional Learning	
AL-SEL.4.1	<p>Demonstrates knowledge and skills to create a healthy lifestyle</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Students can identify healthy foods ● Students can take care of their personal and safety needs with adult support. Ex) getting a drink, asking to use the restroom, washing hands, holding the railing on the stairs, not running in the classroom, etc. 	1.1
Supportive Practices		
<ul style="list-style-type: none"> ● Set explicit and clear rules ● Actively engage in activities <i>with</i> students and discuss healthy choices 		
	STRAND: Language and Literacy	
AL-LL.4.1	<p>Shows interest and understanding of the basic concepts and conventions of print</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● A child opens the book with the right orientation from front to back 	3.2
AL-LL.4.2	<p>Demonstrates knowledge of the alphabet</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Recognizes some letters of the alphabet ● Recognizes some words in print, especially environmental print (stop, brand labels, stores, etc) ● Makes the connection to some letters and familiar sounds. Ex) Hey! Jack and John, we both have a J! 	3.3
AL-LL.4.3	<p>Demonstrates emergent phonological and phonemic awareness</p> <p>Possible Examples:</p> <ul style="list-style-type: none"> ● Listens to and identifies different types of sounds. Ex) Connecting a siren and firetruck ● Recognizes rhyming words ● Produces a rhyming word ● Claps syllables ● Makes some letter sound connections 	3.4

AL-LL.4.4	Produces marks, letters, symbols, or words to represent ideas Possible Examples: <ul style="list-style-type: none"> • Labels pictures or produces simple texts using scribble writing • Writes recognizable letters • Writes some familiar words 	4.2
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Supportive Practices		
<ul style="list-style-type: none"> • Use common strategies to build literacy skills (read alouds, partner reads, picture walks, labels, calendar, etc) • Use common strategies to build phonological skills (rhyming, proper mouth/tongue placement, sound manipulation, rhythm, songs, etc) • Practice fine motor movements related to writing 		

STRAND: Mathematical Thinking		
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AL-M.4.1	Demonstrates understanding of counting and cardinality Possible Examples: <ul style="list-style-type: none"> • A child knows that a single object is always “one” regardless of size, shape, color, etc. • A child can count a set of objects and point to each one as they say the numbers 	1.1
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AL-M.4.2	Demonstrates one to one correspondence Possible Examples: <ul style="list-style-type: none"> • A child can point to each object and say the correct number as they count 	1.1b
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AL-M.4.3	Identifies and uses common shapes and concepts about position Possible Examples: <ul style="list-style-type: none"> • A child recognizes and names basic shapes • Students describe and compare characteristics of shapes using descriptive and geometric language. Ex) number of sides, pointy or round, tall or short, fat or skinny, etc. • A child uses language of more and less to compare two groups • Recognizes and identifies some numerals • Scribbles, marks, or writes numerals on the paper to represent a number or quantity • Identifies parts of a whole. Ex) A child puts the missing puzzle piece back in the box • Uses words that indicate direction, order, and positionality. Ex) over, under, around, first, last, behind, in front 	1.2
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Supportive Practices		
<ul style="list-style-type: none"> • Provide students with a variety of materials • Encourage students to count during play • Facilitate conversations about math concepts during play 		

STRAND: The Arts		
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AL-A.4.1	Demonstrates knowledge of simple elements of drama such as roles, characters, and sequence of a story <ul style="list-style-type: none"> • A child changes his/her voice for each character • A child uses finger puppets to retell a story • A child acts out part of a story 	4.1b
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Supportive Practices		
<ul style="list-style-type: none"> • Allow students to put on plays, create characters, and retell stories 		

STRAND: Scientific Inquiry		
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AL-S.4.1	Observes and compares observable phenomena (objects, plants, animals, and events) <ul style="list-style-type: none"> ● Students use multiple senses to examine detail ● Students describe the properties of an object (rough, smooth, heavy, light, small, large, etc) ● Students observe similarities and differences ● Students observe how objects, plants, or animals are influenced by other objects. Ex) A child says “the freezer turned my water to ice.” 	1.1
Supportive Practices <ul style="list-style-type: none"> ● Ask open-ended questions ● Let the child lead and ask questions ● Continue child’s thinking with prompting and probing questions 		
STRAND: Social Studies		
AL-SS.4.1	Differentiates between events that happen in the past, present, and future <ul style="list-style-type: none"> ● Recognizes the beginning and end of an event. Ex). Clean up song signifies end of playtime, prayer before meals signifies beginning of lunch. ● Recalls information about the immediate past ● Recognizes change over time. Ex) growing taller, leaves falling off trees, etc. 	1.1
AL-SS.4.2	Recognizes that different people have different roles and jobs in the community <ul style="list-style-type: none"> ● Students can explain the jobs of different community helpers 	1.5
Supportive Practices <ul style="list-style-type: none"> ● Build knowledge and vocabulary ● Model curiosity about the world and others ● Establish consistent routine and schedule 		

Physical Development, Health, and Safety

Archlou Code	Standard	KY Code
	STRAND: Physical Development, Health, and Safety	
AL-PD.1.1	<p>Demonstrates knowledge and skills that contribute to healthy lifestyles</p> <ul style="list-style-type: none"> ● Child demonstrates personal hygiene and self-care skills ● Child develops knowledge and skills that promote nutritious food choices ● Child understands personal safety practices and routines 	1.1
AL-PD.1.2	<p>Performs a variety of locomotor and non-locomotor skills with control and balance</p> <ul style="list-style-type: none"> ● Child demonstrates control, strength and coordination of large muscles (walks, runs, climbs, jumps, gallops, skips) ● Child uses perceptual information to guide motions and interactions with objects and other people ● Pushes, pulls, twists, turns, bends, balances, stretches, sways, and/or swings limbs with coordination and control 	1.1,1.2
AL-PD.1.3	<p>Combines a sequence of several motor skills with control</p> <ul style="list-style-type: none"> ● Walks up and down stairs with alternating steps ● Explores a variety of movements 	1.3
AL-PD.1.4	<p>Performs fine motor movements and tasks using eye-hand coordination</p> <ul style="list-style-type: none"> ● Child demonstrates increasing control, strength, and coordination of small muscles 	1.4