The Vine Assessment System™

by LifeCubby

A Fully Integrated Platform for Observation, Daily Reporting, Communications and Assessment

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
Florida Early Learning and Developmental Standards for Four-Year-Olds

References

Florida Department of Human Resources. (2011). *Florida early learning and developmental standards for four-year-olds*. FL: Author. Retrieved from http://flbt5.floridaearlylearning.com/BT5_Uploads/feldsfyo.pdf

Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)	Vine Assessments by LifeCubby
I. Physical Development	
A. Health and Wellness	**Vine Indicators**
1. Shows characteristics of good health to facilitate learning	**SED 6-1 Builds Empathy**
2. Shows visual abilities to facilitate learning and healthy growth and development	**PMP 17-1 Develops Perception & Balance**
3. Demonstrates auditory ability to facilitate learning and healthy growth and development	**LC 7-1 Develops Receptive Communication**
4. Demonstrates characteristics of good oral health and performs oral hygiene routines	**PMP 19-2 Develops Self-Care Skills**
5. Shows familiarity with health care providers in relation to health and wellness	**PMP 19-2 Develops Self-Care Skills**
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health	**PMP 19-2 Develops Self-Care Skills**
7. Shows basic physical needs are met	**PMP 19-2 Develops Self-Care Skills**
8. Actively takes part in basic health and safety routines	**PMP 20-2 Learns Safety Rules**
9. Participates in physical fitness activities	**PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times**
10. Makes healthy food choices	**PMP 20-1 Learns about Nutrition**
B. Self-Help	
1. Actively participates in self-care	**PMP 19-2 Develops Self-Care Skills**
2. Helps carry out classroom routines	**ATL 2-1 Understands Routines**
C. Gross Motor Development	
1. Demonstrates increasing motor control and balance	**PMP 17-1 Develops Perception & Balance**
2. Demonstrates the ability to combine movements for gross motor skills	**PMP 17-5 Develops Large Motor Coordination Skills**
D. Fine Motor Development	
1. Demonstrates increasing control of small motor muscles to perform simple tasks	**PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills**
2. Uses eye-hand coordination to perform fine motor tasks	**PMP 18-2 Develops Fine Hand-Eye Coordination**

3. Shows beginning control of writing by using various drawing and art tools with increasing coordination	**PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills**

II. Approaches to Learning	
A. Eagerness and Curiosity	
1. Shows curiosity and is eager to learn new things and have new experiences	**ATL 1-4 Is Curious**
B. Persistence	
1. Attends to tasks for a brief period and seeks help when needed	**ATL 1-3 Is Persistent**
C. Creativity	
1. Approaches daily activities with creativity	**ATL 1-6 Thinks with Creativity & Flexibility**
D. Planning and Reflection	
1. Shows initial signs of planning and learning from experiences	**CS 14-3 Makes Plans**

III. Social and Emotional Development	
A. Self-Regulation	
a. Affective	
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment	**PMP 19-2 Develops Self-Care Skills**
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time	**SED 3-2 Manages Feelings & Demonstrates Self-Control**
b. Life/Adaptive	
1. Follows simple rules, agreements, and familiar routines, with teacher support and multiple experiences over time	**ATL 2-2 Shows Responsibility**
2. Begins to use materials with increasing care and safety	**ATL 2-2 Shows Responsibility**
3. Adapts to transitions with increasing independence	**ATL 2-1 Understands Routines**
B. Relationships	
a. Self	

1. Shows increasing confidence in their own abilities	**SED 4-2 Becomes Confident**
b. Peers	
1. Interacts with and develops positive relationships with peers	**SED 6-2 Bonds with Peers**
2. Develops special friendships	**SED 6-2 Bonds with Peers**
3. Shows care and concern for others	**SED 6-1 Builds Empathy**
c. Adults	
1. Develops positive relationships and interacts comfortably with familiar adults	**SED 5-1 Bonds with Adults**
C. Social Problem Solving	
1. Shows developing ability to solve social problems with support from familiar adults	**SED 6-3 Cooperates with Peers**
2. Develops an initial understanding of bullying, with support from familiar adults	**SED 6-3 Cooperates with Peers**

IV. Language, Communication, and Emergent Literacy	
A. Listening and Understanding	
1. Increases knowledge through listening	**LC 7-1 Develops Receptive Communication**
Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.	**LC 7-1 Develops Receptive Communication**
2. Follows multi-step directions	**LC 7-1 Develops Receptive Communication**
Benchmark a: Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.	**LC 7-1 Develops Receptive Communication**
B. Speaking	
1. Speech is understood by both a familiar and an unfamiliar peer or adult.	**LC 7-5 Expands Grammar and Pronunciation**
Benchmark a: Child's speech is understood by both a familiar and an unfamiliar adult.	**LC 7-2 Develops Expressive Communication**
C. Vocabulary	

1. Shows an understanding of words and their meanings	**LC 7-4 Expands Vocabulary**
Benchmark a: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).	**LC 7-4 Expands Vocabulary**
Benchmark b: Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).	**LC 7-4 Expands Grammar and Pronunciation**
Benchmark c: Child understands or knows the meaning of many thousands of words, including disciplinary words (e.g., science, social studies, math, and literacy), many more than he or she routinely uses (receptive language).	**LC 7-4 Expands Vocabulary**
2. Shows increased vocabulary to describe many objects, actions, and events	**LC 7-4 Expands Vocabulary**
Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.	**LC 7-4 Expands Vocabulary**
Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tool).	**LC 7-4 Expands Vocabulary**
Benchmark c: Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location).	**LC 7-4 Expands Vocabulary**
D. Sentences and Structure	
1. Uses age-appropriate grammar in conversations and increasingly complex phases and sentences	**LC 7-5 Expands Grammar and Pronunciation**
Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.	**LC 7-5 Expands Grammar and Pronunciation**

Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	**LC 7-5 Expands Grammar and Pronunciation**
2. Connects phrases and sentences to build ideas	**LC 7-2 Develops Expressive Communication**
Benchmark a: Child uses sentences with more than one phrase.	**LC 7-5 Expands Grammar and Pronunciation**
Benchmark b: Child combines more than one idea using complex sentences.	**LC 7-5 Expands Grammar and Pronunciation**
Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.	**LC 7-5 Expands Grammar and Pronunciation**
E. Conversation	
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems	**LC 7-2 Develops Expressive Communication**
Benchmark a: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).	**LC 7-6 Learns Conversation Structure**
2. Initiates, ask questions, and responds to adults and peers in a variety of settings	**LC 7-6 Learns Conversation Structure**
Benchmark a: Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.	**LC 7-6 Learns Conversation Structure**
Benchmark b: Child provides appropriate information for the setting (e.g., introduces him or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).	**LC 7-6 Learns Conversation Structure**
3. Uses appropriate language and style for context	**LC 7-6 Learns Conversation Structure**
Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses	**LC 7-6 Learns Conversation Structure**

appropriate intonation). expressions, and uses appropriate intonation)	
Benchmark b: Child demonstrates knowledge of non-verbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).	**LC 7-6 Learns Conversation Structure**
Benchmark c: Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).	**LC 7-6 Learns Conversation Structure**
F. Emergent Reading	
1. Shows motivation for reading	**LKS 8-3 Develops Emergent Reading**
Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).	**LKS 8-1 Develops Early Literacy**
Benchmark b: Child interacts appropriately with books and other materials in a print-rich environment.	**LKS 8-1 Develops Early Literacy**
Benchmark c: Child asks to be read to or asks the meaning of written text.	**LKS 8-1 Develops Early Literacy**
2. Shows age-appropriate phonological awareness	**LC 7-3 Develops Phonemic Awareness**
Benchmark a: Child can distinguish individual words within spoken phrases or sentences.	**LC 7-3 Develops Phonemic Awareness**
Benchmark b: Child combines words to make a compound word (e.g., "foot" + "ball" = "football").	**LC 7-3 Develops Phonemic Awareness**
Benchmark c: Child deletes a word from a compound word (e.g., "starfish" – "star" = "fish").	**LC 7-3 Develops Phonemic Awareness**
Benchmark d: Child combines syllables into words (e.g., "sis" + "ter" = "sister").	**LC 7-3 Develops Phonemic Awareness**
Benchmark e: Child can delete a syllable from a word (e.g., "trumpet" – "trum" = "pet" or "candy" – "dy" = "can").	**LC 7-3 Develops Phonemic Awareness**

Benchmark f: Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + "at," child can select the picture of the cat).	**LC 7-3 Develops Phonemic Awareness**
3. Shows alphabetic knowledge	**LKS 8-2 Develops Alphabetic Knowledge**
Benchmark a: Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).	**LKS 8-2 Develops Alphabetic Knowledge**
Benchmark b: Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).	**LKS 8-2 Develops Alphabetic Knowledge**
Benchmark c: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).	**LKS 8-2 Develops Alphabetic Knowledge**
Benchmark d: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).	**LKS 8-2 Develops Alphabetic Knowledge**
4. Demonstrates comprehension of text read aloud	**LKS 8-3 Develops Emergent Reading**
Benchmark a: Child retells or reenacts story after it is read aloud.	**ATL 1-2 Develops Memory**
Benchmark b: Child asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if…?" "What was so silly about…?" "How would you feel if you…?).	**LKS 8-1 Develops Early Literacy**
G. Emergent Writing	
1. Shows motivation to engage in written expression	**LKS 9-1 Develops Emergent Writing**
Benchmark a: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.	**LKS 9-1 Develops Emergent Writing**
Benchmark b: Child intentionally uses scribbles/writing to convey meaning	**LKS 9-1 Develops Emergent Writing**

(e.g., signing artwork, captioning, labeling, creating lists, making notes).	
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas	**LKS 9-1 Develops Emergent Writing**
Benchmark a: Child independently uses letter-like shapes or letters to write words or parts of words.	**LKS 9-1 Develops Emergent Writing**
Benchmark b: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.	**LKS 9-1 Develops Emergent Writing**
3. Demonstrates age-appropriate ability to write letters	**LKS 9-1 Develops Emergent Writing**
Benchmark a: Child independently writes some letters on request.	**LKS 9-1 Develops Emergent Writing**
4. Demonstrates knowledge of purposes, functions, and structure of written composition	**LKS 9-1 Develops Emergent Writing**
Benchmark a: When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with "Dear"; a story has a beginning, middle, and end).	**LKS 9-1 Develops Emergent Writing**

V. Cognitive Development and General Knowledge	
A. Mathematical Thinking	
a. Number Sense	
1. Demonstrates understanding of one-to-one correspondence	**CM 10-1 Begins Counting**
Benchmark a: Child demonstrates one-to-one correspondence when counting.	**CM 10-1 Begins Counting**
Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.	**CM 10-2 Builds and Observes Sets**
2. Shows understanding of how to count and construct sets	**CM 10-2 Builds and Observes Sets**
Benchmark a: Child counts sets in the range of 10 to 15 objects.	**CM 10-2 Builds and Observes Sets**
Benchmark b: Child constructs sets in the range of 10 to 15 objects.	**CM 10-2 Builds and Observes Sets**

3. Shows understanding by participating in the comparison of quantities	**CM 10-2 Builds and Observes Sets**
Benchmark a: Child compares two sets to determine if they are equal.	**CM 10-2 Builds and Observes Sets**
Benchmark b: Child compares two sets to determine if one set has more.	**CM 10-2 Builds and Observes Sets**
Benchmark c: Child compares two sets to determine if one set has fewer.	**CM 10-2 Builds and Observes Sets**
Benchmark d: Child determines one set of objects is a lot more than another set of objects.	**CM 10-2 Builds and Observes Sets**
4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10	**CM 10-4 Reads and Writes Numbers**
5. Counts and knows the sequence of number names (spoken)	**CM 10-4 Reads and Writes Numbers**
Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.	**CM 10-1 Begins Counting**
Benchmark b: Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.	**CM 10-1 Begins Counting**
6. Shows understanding of and uses appropriate terms to describe ordinal positions	**CM 10-1 Begins Counting**
Benchmark a: Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).	**CM 10-1 Begins Counting**
Benchmark b: Child names ordinal positions (e.g., first, second, third, fourth, fifth).	**CM 10-1 Begins Counting**
b. Number and Operations	
1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)	**CM 10-3 Learns Addition, Subtraction and Division**
Benchmark a: Child indicates there are more when combining (adding) sets of objects.	**CM 10-3 Learns Addition, Subtraction and Division**
Benchmark b: Child indicates there are less (fewer) when removing (subtracting) objects from a set.	**CM 10-3 Learns Addition, Subtraction and Division**

2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities	**CM 10-3 Learns Addition, Subtraction and Division**
Benchmark a: Child combines sets of objects to equal a set no larger than 10.	**CM 10-3 Learns Addition, Subtraction and Division**
Benchmark b: Child removes objects from a set no larger than 10.	**CM 10-3 Learns Addition, Subtraction and Division**
Benchmark c: Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.	**CM 10-3 Learns Addition, Subtraction and Division**
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	**CM 10-3 Learns Addition, Subtraction and Division**
c. Patterns and Seriation	
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)	**CM 11-2 Understands Patterns**
Benchmark a: Child recognizes patterns and non-patterns.	**CM 11-2 Understands Patterns**
Benchmark b: Child duplicates identical patterns with at least two elements.	**CM 11-2 Understands Patterns**
Benchmark c: Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern).	**CM 11-2 Understands Patterns**
Benchmark d: Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.	**CM 11-2 Understands Patterns**
2. Sorts, orders, compares, and describes objects according to characteristics or attribute(s) (seriation)	**CS 13-2 Classifies or Sorts Objects**
Benchmark a: Child places objects in increasing order of size where the	**CS 13-2 Classifies or Sorts Objects**

increasing unit is constant (e.g., unit blocks).	
Benchmark b: Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.	**CS 13-2 Classifies or Sorts Objects**
d. Geometry	
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)	**CM 12-1 Learns Shapes & Sizes**
Benchmark a: Child categorizes (sorts) examples of two-dimensional shapes.	**CM 12-1 Learns Shapes & Sizes**
Benchmark b: Child names two-dimensional shapes.	**CM 12-1 Learns Shapes & Sizes**
Benchmark c: Child constructs examples of two-dimensional shapes.	**CM 12-1 Learns Shapes & Sizes**
Benchmark d: Child identifies the number of sides of two-dimensional shapes.	**CM 12-1 Learns Shapes & Sizes**
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations	**CM 12-1 Learns Shapes & Sizes**
Benchmark a: Child slides shapes, with teacher support and multiple experiences over time.	**CM 12-1 Learns Shapes & Sizes**
Benchmark b: Child flips shapes, with teacher support and multiple experiences over time.	**CM 12-1 Learns Shapes & Sizes**
Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time.	**CM 12-1 Learns Shapes & Sizes**
3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)	**CM 12-1 Learns Shapes & Sizes**
Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes.	**CM 12-1 Learns Shapes & Sizes**
Benchmark b: Child names three-dimensional shapes.	**CM 12-1 Learns Shapes & Sizes**

4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects	**CM 12-1 Learns Shapes & Sizes**
e. Spatial Relations	
1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)	**CM 12-2 Develops Spatial Awareness**
Benchmark a: Child shows understanding of positional words (receptive knowledge).	**CM 12-2 Develops Spatial Awareness**
Benchmark b: Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time.	**CM 12-2 Develops Spatial Awareness**
2. Describes relative position from different perspectives (e.g., "I am on top of the climber and you are below me.")	**CM 12-2 Develops Spatial Awareness**
3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)	**CM 12-2 Develops Spatial Awareness**
4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hopscotch, giving simple directions)	**CM 12-2 Develops Spatial Awareness**
f. Measurement	
1. Engages in activities that explore measurement	**CM 11-1 Learns Measurement and Quantities**
2. Compares continuous quantities using length, weight, and height	**CM 11-1 Learns Measurement and Quantities**
Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.	**CM 11-1 Learns Measurement and Quantities**
Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.	**CM 11-1 Learns Measurement and Quantities**

Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.	**CM 11-1 Learns Measurement and Quantities**
Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.	**CM 11-1 Learns Measurement and Quantities**
3. Represents and analyzes data	**CM 11-1 Learns Measurement and Quantities**
Benchmark a: Child assists with collecting and sorting materials to be graphed.	**CM 11-1 Learns Measurement and Quantities**
Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs.	**CM 11-1 Learns Measurement and Quantities**
Benchmark c: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.	**CM 11-1 Learns Measurement and Quantities**
4. Child predicts the results of a data collection, with teacher support and multiple experiences over time.	**CS 14-4 Draws Conclusions and Sorts Results**
B. Scientific Inquiry	
a. Investigation and Inquiry	
1. Demonstrates the use of simple tools and equipment for observing and investigating	**CS 13-1 Explores Objects**
2. Examines objects and makes comparisons	**CS 13-1 Explores Objects**
b. Physical Science	
1. Explores the physical properties and creative use of objects or matter	**CS 13-1 Explores Objects**
c. Life Science	
1. Explores growth and change of living things	**CS 15-1 Explores the Natural Environment**
2. Identifies the characteristics of living things	**CS 15-2 Develops an Understanding of and Care for the Natural World**
3. Identifies the five senses and explore functions of each	**CS 15-2 Develops an Understanding of and Care for the Natural World**

d. Earth and Space	
1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time	**CS 15-1 Explores the Natural Environment**
2. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment	**CS 15-1 Explores the Natural Environment**
e. Environmental Awareness	
1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	**CS 15-2 Develops an Understanding of and Care for the Natural World**
C. Social Studies	
a. Individual Development and Identity	
1. Begins to recognize and appreciate similarities and differences in people	**SS 16-1 Explores Cultures**
2. Begins to understand family characteristics, roles, and functions	**SS 16-4 Learns about Community Roles and Jobs**
3. Shows awareness and describes some social roles and jobs that people do	**SS 16-4 Learns about Community Roles and Jobs**
b. People, Places, and Environments	
1. Demonstrates awareness of geographic thinking	**SS 16-3 Explores Geography**
c. Technology and Our World	
1. Shows awareness of technology and its impact on how people live	**CS 13-3 Learns Using Technology**
d. Civic Ideals and Practices	
1. Demonstrates awareness of group rules (civics)	**SS 16-5 Learns about Government and Economics**
2. Begins to understand and take on leadership roles	**SS 16-5 Learns about Government and Economics**
D. Creative Expression Through The Arts	
a. Visual Arts	
1. Explores visual arts	**CCA 21-1 Explores Art Media**
2. Creates visual arts to communicate an idea	**CCA 21-1 Explores Art Media**
3. Discusses and responds to the feelings caused by an artwork	**CCA 21-1 Explores Art Media**

b. Music	
1. Explores music	**CCA 21-2 Explores Music**
2. Creates music to communicate an idea	**CCA 21-2 Explores Music**
3. Discusses and responds to the feelings caused by music	**CCA 21-2 Explores Music**
c. Creative Movement and Dance	
1. Explores creative movement and dance	**CCA 21-3 Explores Movement and Dance**
2. Creates creative movement and dance to communicate an idea	**CCA 21-3 Explores Movement and Dance**
3. Discusses and responds to the feelings caused by creative movement and dance	**CCA 21-3 Explores Movement and Dance**
d. Dramatic Play and Theatre	
1. Explores dramatic play and theatre	**CCA 21-4 Participates in Dramatic Play**
2. Creates dramatic play and theatre to communicate an idea	**CCA 21-4 Participates in Dramatic Play**
3. Discusses and responds to the feelings caused by dramatic play and theatre	**CCA 21-4 Participates in Dramatic Play**

DISCLAIMER:

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