

# 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:  
**Maryland Model for School Readiness  
(MMSR) Framework and Standards for  
Prekindergarten**



## References



Maryland State Department of Education. (2009). *Maryland model for school readiness (MMSR) framework and standards for prekindergarten*. Baltimore, MD: Author. Retrieved from <http://mdk12.msde.maryland.gov/instruction/ensure/MMSR/MMSRpKFrameworkAndStandards.pdf>

<b>Maryland Model for School Readiness (MMSR) Framework and Standards for Prekindergarten</b>	<b>Vine Assessments by LifeCubby</b>
<b>Personal and Social Development</b>	<b>Vine Indicators</b>
STANDARD: 1.0 PERSONAL SELF-REGULATIONS- Students will demonstrate effective personal functioning in group settings and as individuals.	
A. Self Concept and Control	
1. Demonstrate healthy confidence	
a. Attempt new play and learning experiences independently	<b>ATL 1-5 Shows Initiative</b>
b. Know resources are available in the classroom and how to use them	<b>SED 4-2 Becomes Confident</b>
2. Uses coping skills with help from others	
a. Relate needs, wants, and feelings to others	<b>SED 3-1 Expresses Emotion</b>
b. Persevere with activities when feeling frustrated	<b>ATL 1-3 Is Persistent</b>
3. Show self-direction in familiar settings	
a. Make choices with help and pursues tasks with intention	<b>ATL 1-5 Shows Initiative</b>
b. Care for own belongings with occasional reminders	<b>ATL 2-2 Shows Responsibility</b>
4. Follow simple classroom rules and routines with guidance	
a. Generate and follow classroom rules	<b>ATL 2-2 Shows Responsibility</b>
b. Plan routine activities in the classroom with guidance	<b>ATL 2-1 Understands Routines</b>
5. Use classroom materials appropriately	
a. Play with and use materials with appropriate intention and purpose	<b>ATL 2-2 Shows Responsibility</b>
b. Put away classroom materials after use with occasional reminders	<b>ATL 2-2 Shows Responsibility</b>
CONTENT STANDARD: 2.0 SOCIAL SELF-REGULATION-Students will demonstrate effective social functioning in group settings and as individuals	
A. Interactions with Others	
1. Initiate and maintain relationships with peers and adults	
a. Initiate conversation with peers and adults	<b>LC 7-6 Learns Conversation Structure</b>
b. Take turns when working in groups with guidance	<b>SED 6-3 Cooperates with Peers</b>

c. Share materials and equipment with guidance	<b>SED 6-3 Cooperates with Peers</b>
d. Seek adult help when solving interaction conflicts	<b>SED 6-3 Cooperates with Peers</b>
2. Participate cooperatively in group activities	
a. Listen to directions from peers and responds to simple tasks	<b>SED 6-3 Cooperates with Peers</b>
b. Understand rules of group activities with guidance	<b>SED 6-3 Cooperates with Peers</b>
c. Speak of individual contributions and group accomplishments	<b>SED 6-3 Cooperates with Peers</b>
3. Show empathy and concern for peers and adults	
a. Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally	<b>SED 3-1 Expresses Emotion</b>
b. Care with guidance for peers who are in distress	<b>SED 6-1 Builds Empathy</b>
<b>STANDARD: 3.0 APPROACHES TOWARD LEARNING- Students will demonstrate active interest in learning and apply learning and study skills to new tasks.</b>	
<b>A. Approaches Toward Learning</b>	
1. Show eagerness and curiosity as a learner	
a. Demonstrate interest and curiosity in learning new things with guidance	<b>ATL 1-4 Is Curious</b>
b. Ask some questions about new things and experiences	<b>ATL 1-4 Is Curious</b>
c. Speak about new learning experiences	<b>ATL 1-4 Is Curious</b>
2. Attend to learning tasks with guidance	
a. Manage transitions from one activity to the next with guidance	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
b. Listen to simple directions specific to the tasks	<b>LC 7-1 Develops Receptive Communication</b>
c. Complete short-term tasks	<b>ATL 1-1 Is Attentive</b>
3. Use some learning strategies when approaching new tasks	
a. Plan and carry out familiar tasks with guidance	<b>CS 14-3 Makes Plans</b>
b. Ask questions to seek ideas for new tasks	<b>ATL 1-4 Is Curious</b>
c. Relate relevant previous experiences to new task	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

4. Accepts responsibility for learning	
a. Put away materials after completing activity or task	<b>ATL 2-2 Shows Responsibility</b>
b. Participate in classroom activities	<b>ATL 2-2 Shows Responsibility</b>
c. Recognize mistakes and asks for help	<b>ATL 2-2 Shows Responsibility</b>

<b>Language and Literacy Development</b>	
CONTENT STANDARD: 1.0 GENERAL READING PROCESSES	
A. Phonemic Awareness	
1. Discriminate sounds and words	
a. Tell whether sounds are same or different	<b>LC 7-3 Develops Phonemic Awareness</b>
b. Recognize that letters represent sounds	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
c. Identify and repeat initial sounds in words	<b>LC 7-3 Develops Phonemic Awareness</b>
d. Classify words by initial sounds	<b>LC 7-3 Develops Phonemic Awareness</b>
2. Discriminate and produce rhyming words and alliteration.	
a. Repeat rhyming words	<b>LC 7-3 Develops Phonemic Awareness</b>
b. Repeat phrases and sentences with alliteration	<b>LC 7-3 Develops Phonemic Awareness</b>
c. Discriminate rhyming words from nonrhyming words	<b>LC 7-3 Develops Phonemic Awareness</b>
3. Blend sounds and syllables to form words	
a. Orally blend syllables into a whole word, such as fun-ny = funny	<b>LC 7-3 Develops Phonemic Awareness</b>
4. Segment sounds in spoken words and sentences	
a. Clap words in a sentence	<b>LC 7-3 Develops Phonemic Awareness</b>
b. Identify the initial sound in a word	<b>LC 7-3 Develops Phonemic Awareness</b>
B. Phonics	
1. Recognize that letters have corresponding sounds	
a. Recognize similarities and differences in letter shapes	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
b. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
2. Decode words in grade-level texts	
a. Identify and name some upper and lower case letters in words, especially those in the student's own name	<b>LKS 8-2 Develops Alphabetic Knowledge</b>
C. Fluency	

1. Engage in imitative reading at an appropriate rate	
a. Listen to models of fluent reading	<b>LKS 8-1 Develops Early Literacy</b>
b. Recite nursery rhymes, poems, and finger plays with expression	<b>LKS 8-1 Develops Early Literacy</b>
c. Develop beginning sight vocabulary of familiar words, such as first name, color words	<b>LKS 8-3 Develops Emergent Reading</b>
<b>D. Vocabulary</b>	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to a variety of texts on a daily basis	<b>LKS 8-1 Develops Early Literacy</b>
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	<b>LKS 8-1 Develops Early Literacy</b>
c. Ask questions about unknown objects and words related to topics discussed	<b>LKS 8-1 Develops Early Literacy</b>
d. Listen to and identify the meaning of content-specific vocabulary	<b>LKS 8-1 Develops Early Literacy</b>
e. Identify some signs, labels, and environmental print	<b>LKS 8-3 Develops Emergent Reading</b>
f. Collect and play with favorite words	<b>LC 7-4 Expands Vocabulary</b>
2. Develop a conceptual understanding of new words	
a. Use words to describe size, color, and shape	<b>LC 7-4 Expands Vocabulary</b>
b. Name common objects shown in pictures	<b>LC 7-4 Expands Vocabulary</b>
3. Understand, acquire, and use new vocabulary	
a. Use illustrations to find meaning of unknown words	<b>LC 7-4 Expands Vocabulary</b>
b. Use newly learned vocabulary on multiple occasions to reinforce meaning	<b>LC 7-4 Expands Vocabulary</b>
<b>E. General Reading Comprehension</b>	
1. Demonstrate an understanding of concepts of print to determine how print is organized and read	
a. Understand that speech can be written and read	<b>LKS 8-3 Develops Emergent Reading</b>
b. Understand that print conveys meaning	<b>LKS 8-3 Develops Emergent Reading</b>
c. Demonstrate the proper use of a book	<b>LKS 8-1 Develops Early Literacy</b>
d. Identify the title of a book	<b>LKS 8-3 Develops Emergent Reading</b>

e. Demonstrate that text is read from left to right and top to bottom	<b>LKS 8-3 Develops Emergent Reading</b>
f. Identify pictures, shapes, letters, and numerals	<b>LKS 8-3 Develops Emergent Reading</b>
2. Use strategies to prepare for reading (before reading)	
a. Make connections to the text using illustrations/ photographs from prior knowledge	<b>LKS 8-1 Develops Early Literacy</b>
b. Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic	<b>LKS 8-1 Develops Early Literacy</b>
c. Help set a purpose for reading	<b>LKS 8-1 Develops Early Literacy</b>
3. Use strategies to make meaning from text (during reading)	
a. Use illustrations to construct meaning	<b>LKS 8-1 Develops Early Literacy</b>
b. Make and confirm predictions	<b>LKS 8-1 Develops Early Literacy</b>
c. Connect events, characters, and actions in stories to specific life experiences	<b>LKS 8-1 Develops Early Literacy</b>
4. Demonstrate understanding of text (after reading)	
a. Recall information from text	<b>ATL 1-2 Develops Memory</b>
b. Respond orally to questions	<b>LKS 8-1 Develops Early Literacy</b>
c. Respond to text in a variety of ways • Retell • Dramatize • Draw	<b>LKS 8-1 Develops Early Literacy</b>
d. Review the purpose for reading	<b>LKS 8-3 Develops Emergent Reading</b>
e. Retell a story as though reading a book	<b>ATL 1-2 Develops Memory</b>
<b>CONTENT STANDARD: 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.</b>	
<b>A. Comprehension of Informational Text</b>	
1. Develop comprehension skills by reading a variety of informational texts	
a. Listen to nonfiction materials	<b>LKS 8-1 Develops Early Literacy</b>
b. Listen to and read functional documents by following simple oral or rebus directions	<b>LKS 8-1 Develops Early Literacy</b>
c. Listen to and use personal interest materials, such as books and magazines	<b>LKS 8-1 Develops Early Literacy</b>
2. Recognize and use text features to facilitate understanding of informational texts	
a. Recognize print features	<b>LKS 8-3 Develops Emergent Reading</b>

b. Recognize graphic aids • Photographs • Drawings • Maps • Graphs • Diagrams	<b>LKS 8-3 Develops Emergent Reading</b>
3. Develop knowledge of organizational structure of informational texts	
a. Recognize sequential order	<b>LKS 8-3 Develops Emergent Reading</b>
4. Determine important ideas and messages in informational texts	
a. Retell important facts from a text	<b>LKS 8-1 Develops Early Literacy</b>
b. Identify how someone might use the text	<b>LKS 8-3 Develops Emergent Reading</b>
<b>CONTENT STANDARD: 3.0 COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.</b>	
<b>A. Comprehension of Literary Text</b>	
1. Develop comprehension skills by listening to a variety of self-selected and assigned literary texts	
a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities	<b>LKS 8-1 Develops Early Literacy</b>
b. Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales	<b>LKS 8-1 Develops Early Literacy</b>
2. Use text features to facilitate understanding of literary texts	
a. Identify and explain how the title contributes to meaning	<b>LKS 8-1 Develops Early Literacy</b>
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	<b>LKS 8-1 Develops Early Literacy</b>
3. Use elements of narrative texts to facilitate understanding	
a. Identify the beginning and end of a story	<b>LKS 8-3 Develops Emergent Reading</b>
b. Identify the characters of a story	<b>LKS 8-1 Develops Early Literacy</b>
4. Use elements of poetry to facilitate understanding	
a. Identify rhyme, rhythm, and repetition in poems read to them	<b>LC 7-3 Develops Phonemic Awareness</b>
5. Use elements of drama to facilitate understanding	

a. Recognize that a play has characters, dialogue, scenery, and tells a story	<b>CCA 21-4 Participates in Dramatic Play</b>
6. Determine important ideas and messages in literary texts	
a. Retell the story by sequencing the main events	<b>ATL 1-2 Develops Memory</b>
b. Identify a personal connection to the text	<b>LKS 8-1 Develops Early Literacy</b>
<b>CONTENT STANDARD: 4.0 WRITING:</b> Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.	
<b>A. Writing</b>	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers	
a. Recognize that writing conveys meaning	<b>LKS 9-1 Develops Emergent Writing</b>
b. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas	<b>LKS 9-1 Develops Emergent Writing</b>
2. Compose oral and visual presentations that express personal ideas	
a. Write to express personal ideas using letter-like shapes, symbols, and letters	<b>LKS 9-1 Develops Emergent Writing</b>
b. Contribute to a shared writing experience or topic of interest	<b>LKS 9-1 Develops Emergent Writing</b>
c. Use drawings, letters, or symbols to express personal ideas	<b>LKS 9-1 Develops Emergent Writing</b>
4. Identify how language choices in writing and speaking affect thoughts and feelings	
a. Identify and use words to communicate feelings	<b>SED 3-1 Expresses Emotion</b>
b. Acquire and use new vocabulary	<b>LC 7-4 Expands Vocabulary</b>
<b>CONTENT STANDARD: 5.0 CONTROLLING LANGUAGE:</b> Students will control language by applying the conventions of standard English in speaking and writing.	
<b>A. Grammar</b>	
1. Use grammar concepts and skills that strengthen oral language	



a. Use complete sentences to respond to questions	<b>LC 7-5 Expands Grammar and Pronunciation</b>
<b>B. Usage</b>	
1. Comprehend and apply standard English usage in oral language	
a. Use sentences with subject/verb agreement	<b>LC 7-5 Expands Grammar and Pronunciation</b>
b. Use correct verb tense	<b>LC 7-5 Expands Grammar and Pronunciation</b>
<b>C. Mechanics</b>	
1. Comprehend basic punctuation and capitalization in written language	
a. Recognize that names begin with a capital letter	<b>LKS 9-1 Develops Emergent Writing</b>
b. Recognize that space is used to separate words	<b>LKS 9-1 Develops Emergent Writing</b>
<b>CONTENT STANDARD: 6.0 LISTENING:</b> Students will demonstrate effective listening to learn, process, and analyze information.	
<b>A. Listening</b>	
1. Demonstrate active listening strategies	
a. Attend to the speaker	<b>LC 7-1 Develops Receptive Communication</b>
2. Comprehend and analyze what is heard	
a. Determine a speaker 's general purpose	<b>LC 7-1 Develops Receptive Communication</b>
b. Identify rhythms and patterns of language, including rhyme and repetition	<b>LC 7-3 Develops Phonemic Awareness</b>
c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge	<b>LC 7-2 Develops Expressive Communication</b>
d. Follow a set of two- or three-step directions	<b>LC 7-1 Develops Receptive Communication</b>
e. Listen carefully to expand and enrich vocabulary	<b>LC 7-4 Expands Vocabulary</b>
<b>CONTENT STANDARD: 7.0 SPEAKING:</b> Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	
<b>A. Speaking</b>	
1. Use organization and delivery strategies	
a. Speak clearly enough to be heard and understood in a variety of settings	<b>LC 7-5 Expands Grammar and Pronunciation</b>
2. Make oral presentations	
a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories	<b>LC 7-2 Develops Expressive Communication</b>

b. Use props in situations, such as show-and-tell	<b>LC 7-2 Develops Expressive Communication</b>
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<b>Cognition and General Knowledge</b>	
<b>Mathematics</b>	
CONTENT STANDARD: 1.0 KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.	
A. Patterns and Functions	
2. Identify, copy, and extend non-numeric patterns	
a. Match patterns kinesthetically such as: clap/snap/clap...	<b>CM 11-2 Understands Patterns</b>
b. Recognize simple patterns	<b>CM 11-2 Understands Patterns</b>
c. Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern	<b>CM 11-2 Understands Patterns</b>
d. Continue a simple pattern	<b>CM 11-2 Understands Patterns</b>
e. Create a simple pattern of 2 different objects when given the rule	<b>CM 11-2 Understands Patterns</b>
f. Identify patterns in real-world situations	<b>CM 11-2 Understands Patterns</b>
B. Expression, Equations, and Inequalities	
2. Identify inequalities	
a. Explore relationships by comparing groups of no more than 5 objects to determine more or less	<b>CM 10-2 Builds and Observes Sets</b>
CONTENT STANDARDS: 2.0 KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.	
A. Plane Geometric Figures	
1. Recognize and use the attributes of plane geometric figures	
a. Sort objects by one attribute such as: shape, color, and size	<b>CS 13-2 Classifies or Sorts Objects</b>
b. Name the attributes of plane figures such as: shape, color, size	<b>CS 13-2 Classifies or Sorts Objects</b>
c. Match triangles, circles, and squares	<b>CM 12-1 Learns Shapes &amp; Sizes</b>

d. Identify triangles, circles, and squares in the environment	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
<b>B. Solid Geometric Figure</b>	
1. Recognize and use the attributes of solid geometric figures	
a. Sort objects by one attribute such as: size, shape, weight, length	<b>CS 13-2 Classifies or Sorts Objects</b>
b. Find solid figures in the environment	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
<b>E. Transformations</b>	
1. Begin to recognize a transformation	
a. Tell position by using words such as: over, under, above, on, next to, below, beside, behind	<b>CM 12-2 Develops Spatial Awareness</b>
b. Recognize a slide using concrete materials	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
<b>CONTENT STANDARD: 3.0 KNOWLEDGE OF MEASUREMENT:</b> Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.	
<b>A. Measurement Units</b>	
1. Recognize and use measurement attributes	
a. Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder	<b>CM 11-1 Learns Measurement and Quantities</b>
b. Compare and describe objects according to a single attribute	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>B. Measurement Tools</b>	
1. Measure in non-standard units	
a. Measure length of objects	<b>CM 11-1 Learns Measurement and Quantities</b>
b. Explore the capacity of containers	<b>CM 11-1 Learns Measurement and Quantities</b>
c. Explore the weight of objects	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>CONTENT STANDARD: 4.0 KNOWLEDGE OF STATISTICS:</b> Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.	
<b>A. Data Displays</b>	
1. Explore and display data	
a. Explore data by answering a yes/no question	<b>ATL 1-5 Shows Initiative</b>
b. Display data on real graphs	<b>CM 11-1 Learns Measurement and Quantities</b>
c. Display data on picture graphs	<b>CM 11-1 Learns Measurement and Quantities</b>

B. Data Analysis	
1. Analyze data	
a. Talk about data from real graphs to answer a question such as: Which category has the most?	<b>CM 11-1 Learns Measurement and Quantities</b>
CONTENT STANDARD: 6.0 KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.	
A. Knowledge of number	
1. Apply knowledge of whole numbers	
a. Build concept of number	<b>CM 10-1 Begins Counting</b>
b. Show an understanding of quantity	<b>CM 10-2 Builds and Observes Sets</b>
c. Construct relationships based on quantity	<b>CM 10-2 Builds and Observes Sets</b>
d. Use classroom experiences to indicate same, more, or less	<b>CM 10-2 Builds and Observes Sets</b>
e. Count and discuss quantity	<b>CM 10-1 Begins Counting</b>
f. Use concrete materials to build sets 0 to 5	<b>CM 10-2 Builds and Observes Sets</b>
g. Match a numeral to a set 0 to 5	<b>CM 10-4 Reads and Writes Numbers</b>
h. Count to 10	<b>CM 10-1 Begins Counting</b>
i. Use ordinal words to indicate position such as: first, next, last	<b>CM 10-1 Begins Counting</b>
CONTENT STANDARD: 7.0 PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.	
A. Problem solving	
1. Apply a variety of concepts, processes, and skills to solve problems	
a. Identify the question in the problem	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
b. Decide if enough information is present to solve the problem	<b>CS 14-1 Solves Problems</b>
c. Make a plan to solve a problem	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	<b>CS 14-1 Solves Problems</b>

e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	<b>CS 14-1 Solves Problems</b>
f. Identify alternative ways to solve a problem	<b>CS 14-1 Solves Problems</b>
g. Show that a problem might have multiple solutions or no solution	<b>CS 14-1 Solves Problems</b>
h. Extend the solution of a problem to a new problem situation	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
<b>B. Reasoning</b>	
1. Justify ideas or solutions with mathematical concepts or proofs	
a. Use inductive or deductive reasoning	<b>CS 14-1 Solves Problems</b>
b. Make or test generalizations	<b>CS 14-2 Makes Predictions</b>
c. Support or refute mathematical statements or solutions	<b>CS 14-1 Solves Problems</b>
d. Use methods of proofs, i.e., direct, indirect, paragraph, or contradiction	<b>CS 14-1 Solves Problems</b>
<b>C. Communication</b>	
1. Present mathematical ideas using words, symbols, visual displays, or technology	
a. Use multiple representations to express concepts or solutions	<b>CM 10-4 Reads and Writes Numbers</b>
b. Express mathematical ideas orally	<b>LC 7-2 Develops Expressive Communication</b>
c. Explain mathematical ideas in written form	<b>CM 10-4 Reads and Writes Numbers</b>
d. Express solutions using concrete materials	<b>CM 10-2 Builds and Observes Sets</b>
e. Express solutions using pictorial, tabular, graphical, or algebraic methods	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
f. Explain solutions in written form	<b>CM 10-4 Reads and Writes Numbers</b>
g. Ask questions about mathematical ideas or problems	<b>LC 7-2 Develops Expressive Communication</b>
h. Give or use feedback to revise mathematical thinking	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
<b>D. Connections</b>	
1. Relate or apply mathematics within the discipline, to other disciplines, and to life	
a. Identify mathematics within the discipline, to other disciplines, and to life	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
b. Identify mathematical concepts in relationships to other disciplines	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
c. Identify mathematical concepts in relationship to life	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

d. Use the relationship among mathematical concepts to learn other mathematical concepts	<b>CM 10-3 Learns Addition, Subtraction and Division</b>
<b>Science</b>	
CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2	
<b>A. Constructing Knowledge</b>	
1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	
a. Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens	<b>CS 13-1 Explores Objects</b>
b. Seek information through reading, observation, exploration, and investigations	<b>CS 13-1 Explores Objects</b>
c. Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data	<b>CS 13-1 Explores Objects</b>
d. Explain that when a science investigation is done the way it was done before, we expect to get a very similar result	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
e. Participate in multiple experiences to verify that science investigations generally work the same way in different places	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
f. Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as water disappearing from the classroom aquarium or a pet's water bowl)	<b>CS 14-2 Makes Predictions</b>
g. Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>B. Applying Evidence and Reasoning</b>	
1. People are more likely to believe your ideas if you can give good reasons for them	

a. Provide reasons for accepting or rejecting ideas examined	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
b. Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
c. Explain why it is important to make some fresh observations when people give different descriptions of the same thing	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>C. Communicating Scientific Information</b>	
1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question	
a. Describe things as accurately as possible and compare observations with those of others	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
b. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion	<b>CS 13-2 Classifies or Sorts Objects</b>
c. Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth)	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
d. Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean	<b>SED 6-3 Cooperates with Peers</b> <b>CS 14-4 Draws Conclusions and Sorts Results</b>
e. Recognize that everybody can do science and invent things and ideas	<b>SED 4-2 Becomes Confident</b>
<b>D. Technology</b>	
1. Design and make things with simple tools and a variety of materials.	
a. Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task	<b>CS 13-1 Explores Objects</b>
b. Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all	<b>CS 13-1 Explores Objects</b>
c. Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like	<b>CS 13-1 Explores Objects</b>

d. Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut)	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
e. Explain that sometimes it is not possible to make or do everything that is designed	<b>LC 7-2 Develops Expressive Communication</b>
2. Practice identifying the parts of things and how one part connects to and affects another	
a. Investigate a variety of objects to identify that most things are made of parts	<b>CS 13-1 Explores Objects</b>
b. Explain that something may not work if some of its parts are missing	<b>CS 13-1 Explores Objects</b>
c. Explain that when parts are put together, they can do things that they couldn't do by themselves	<b>CS 13-1 Explores Objects</b>
3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble	
a. Explain that a model of something is different from the real thing but can be used to learn something about the real thing	<b>LC 7-2 Develops Expressive Communication</b>
b. Realize that one way to describe something is to say how it is like something else	<b>CS 13-2 Classifies or Sorts Objects</b>
<b>E. History of Science</b>	
1. Recognize that everyone can do science and invent things.	
a. Investigate and explore science concepts.	<b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>CONTENT STANDARD: 2.0</b> <b>EARTH/SPACE SCIENCE:</b> Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.	
<b>E. Interactions of Hydrosphere and Atmosphere</b>	
2. Describe the weather using observations.	



a. Observe and describe the weather using senses	<b>CS 15-1 Explores the Natural Environment</b>
b. Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.	<b>CS 15-1 Explores the Natural Environment</b>
<b>CONTENT STANDARD: 3.0 LIFE SCIENCE:</b> The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.	
<b>A. Diversity of Life</b>	
1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different	
a. Gather information about how some animals are alike in the way they look and in the things they do.	<b>CS 15-1 Explores the Natural Environment</b>
b. Gather information about how some plants are alike in the way they look and the things they do.	<b>CS 15-1 Explores the Natural Environment</b>
c. Draw a picture of two animals that look alike (or plants) and of two animals (or plants) that look different and respond to questions that are raised by those who observe the pictures.	<b>CS 15-1 Explores the Natural Environment</b>
d. Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>C. Genetics</b>	
1. Observe, describe and compare different kinds of animals and their offspring	
a. Recognize and describe the similarities and differences among familiar animals and their offspring	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
b. Describe how offspring are very much, but not exactly, like their parents and like one another	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
c. Arrange illustrations of humans and other animals in developmental sequence from infancy to adult	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>CONTENT STANDARD: 4.0 CHEMISTRY:</b> Students will use scientific skills and processes to explain the	

composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.	
A. Structure of Matter	
1. Use evidence from investigations to describe the observable properties of a variety of objects.	
a. Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.).	<b>CS 13-1 Explores Objects</b>
b. Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).	<b>CS 13-1 Explores Objects</b>
<b>Social Studies</b>	
CONTENT STANDARD: 1.0 POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.	
A. The Foundation and Function of Government	
1. Identify the importance of rules	
a. Recognize why people have rules at home and at school.	<b>ATL 2-2 Shows Responsibility</b>
b. Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom.	<b>ATL 2-2 Shows Responsibility</b>
2. Identify symbols and practices associated with the United States of America	
a. Recognize symbols, such as the American Flag.	<b>SS 16-5 Learns about Government and Economics</b>
b. Recognize that the Pledge of Allegiance is a practice that happens in school.	<b>SS 16-5 Learns about Government and Economics</b>
B. Individual and Group Participation in the Political System	
1. Recognize people important to the American political system	
a. Respond to informational text read aloud to develop an awareness of the contributions made by certain individuals	<b>SS 16-5 Learns about Government and Economics</b>

that are remembered during observance of national holidays and celebrations.	
<b>C. Protecting Rights and Maintaining Order</b>	
1. Identify the roles, rights, and responsibilities of being a member of the family and school	
a. Identify roles of family members.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
b. Identify the roles of members of the school, such as principal, teacher, and nurse.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
c. Identify and discuss rights, responsibilities, and choices in the classroom and family.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
<b>CONTENT STANDARD: 2.0 PEOPLES OF THE NATIONS AND WORLD: (Prek – 3 Standard)</b> Students will understand how people in Maryland, the United States, and around the world are alike and different.	
<b>A. Elements of Culture</b>	
1. Identify themselves as individuals and members of families that have the same human needs as others	
a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music.	<b>SED 4-1 Develops Awareness of Self</b>
b. Use personal experiences, stories, and electronic media to demonstrate understanding that all people need food, clothing, and shelter.	<b>SS 16-1 Explores Cultures</b>
<b>C. Conflict and Compromise</b>	
1. Identify how groups of people interact	
a. Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns that help people live, work, and play together at home and in school.	<b>SED 6-3 Cooperates with Peers</b>
<b>CONTENT STANDARD: 3.0 GEOGRAPHY: (PreK – 3 Standard)</b> Students will use geographic concepts and processes to understand location and its relationship to human activities.	
<b>A. Using Geographic Tools</b>	

1. Recognize that a globe and maps are used to help people locate places.	
a. Recognize that maps are models of places.	<b>SS 16-3 Explores Geography</b>
b. Recognize that a globe is a model of Earth.	<b>SS 16-3 Explores Geography</b>
c. Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs.	<b>SS 16-3 Explores Geography</b>
<b>B. Geographic Characteristics of Places and Regions</b>	
1. Recognize that places in the immediate environment have specific physical and human-made features.	
a. Discuss that places have natural/ physical features such as mountains, rivers, and hills.	<b>SS 16-3 Explores Geography</b>
b. Discuss that places have humanmade features, such as streets, buildings, and parks.	<b>SS 16-3 Explores Geography</b>
<b>C. Movement of People, Goods and Ideas</b>	
1. Identify the role of transportation in the community	
a. Recognize transportation as a means of traveling from place to place.	<b>SS 16-3 Explores Geography</b>
b. Identify ways in which people travel to various places in the community, such as bus, car, and bicycle.	<b>SS 16-3 Explores Geography</b>
<b>D. Modifying and Adapting the Environment</b>	
1. Describe how people adapt to their immediate environment.	
a. Identify way people adapt to the environment, such as wearing clothing that is appropriate to the weather.	<b>SS 16-3 Explores Geography</b>
<b>CONTENT STANDARD: 4.0 ECONOMICS: (Prek – 3 Standard)</b> Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.	
<b>A. Scarcity and Economic Decision-making</b>	
1. Recognize that people have to make choices because of unlimited economic wants	

a. Identify that goods are things that people make or grow.	<b>SS 16-5 Learns about Government and Economics</b>
b. Demonstrate the ability to make a choice.	<b>ATL 1-5 Shows Initiative</b>
2. Identify that materials/resources are used to make products	
a. Recognize that workers do jobs in the home and school.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
b. Participate in steps that are followed in making a product, such as a drawing, a block building, and a card for a friend or relative.	<b>CS 14-3 Makes Plans</b>
3. Explain how technology affects the way people live, work, and play	
a. Begin to be aware of technology and how it affects daily life, such as different ways to fasten shoes and different appliances to cook food.	<b>CS 13-2 Classifies or Sorts Objects CS 13-3 Learns Using Technology</b>
B. Economic Systems and the Role of Government in the Economy	
1. Identify types of local markets	
a. Identify markets as places where buyers and sellers meet.	<b>SS 16-5 Learns about Government and Economics</b>
2. Identify how goods are acquired	
a. Identify that coins and bills are money.	<b>SS 16-5 Learns about Government and Economics</b>
b. Identify that money is used to buy goods.	<b>SS 16-5 Learns about Government and Economics</b>
CONTENT STANDARD: 5.0 HISTORY: (PreK – 3 Standard) Students will use historical thinking skills to understand how individuals and events have changed society over time.	
A. Change Over Time	
1. Distinguish among past, present, and future time	
a. Describe the events of the day (things that have happened in the immediate past, in the present, and might happen in the future) using terms, such as morning/afternoon, night/day.	<b>SS 16-2 Understands Time</b>
CONTENT STANDARD: 6.0 SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking,	

economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.	
<b>B. Learn to Write to Communicate Social Studies Understandings</b>	
1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	
a. Write to express social studies ideas using a variety of forms.	<b>LKS 9-1 Develops Emergent Writing SS 16-5 Learns about Government and Economics</b>
<b>C. Ask Social Studies Questions</b>	
1. Identify a topic that requires further study	
a. Identify prior knowledge about the topic.	<b>ATL 1-2 Develops Memory</b>
b. Pose questions about the topic.	<b>LC 7-2 Develops Expressive Communication</b>
<b>D. Acquire Social Studies Information</b>	
1. Identify primary and secondary sources of information that relate to the topic/ situation/ problem being studied	
a. Gather and read appropriate print sources, such as trade books that relate to a topic	<b>LKS 8-1 Develops Early Literacy</b>
<b>Fine Arts - Music</b>	
<b>CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING:</b> Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.	
<b>A. Perceiving and Responding</b>	
1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment	
a. Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines	<b>CCA 21-2 Explores Music</b>
b. Listen for repeated patterns in music	<b>CCA 21-2 Explores Music</b>
c. Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low	<b>CCA 21-2 Explores Music</b>
d. Explore sounds in selected environments such as classroom, playground, fieldtrip, and cafeteria	<b>CCA 21-2 Explores Music</b>

2. Experience performance through singing, playing instruments, and listening to performances of others	
a. Sing songs that use the voice in a variety of ways	<b>CCA 21-2 Explores Music</b>
b. Listen to examples of adult male voices, adult female voices, and children's voices	<b>CCA 21-2 Explores Music</b>
c. Wait and listen before imitating rhythmic and melodic patterns	<b>CCA 21-2 Explores Music</b>
d. Explore steady beat through singing, speaking, and playing classroom instruments	<b>CCA 21-2 Explores Music</b>
3. Respond to music through movement	
a. Express music through movement, developing the concept of personal space ("bubble space")	<b>CCA 21-3 Explores Movement and Dance</b>
b. Respond to steady beat through locomotor and body movement	<b>CCA 21-3 Explores Movement and Dance</b>
c. Listen for simple directions or verbal cues in singing games	<b>CCA 21-2 Explores Music</b>
d. Explore a variety of locomotor and non-locomotor movements to show meter	<b>CCA 21-2 Explores Music</b>
<b>CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.</b>	
<b>B. Historical, Cultural, and Social Context</b>	
1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression	
a. Explore music used in daily living	<b>CCA 21-2 Explores Music</b>
b. Sing songs representative of different activities, holidays, and seasons in a variety of world cultures	<b>SS 16-1 Explores Cultures</b>
2. Become acquainted with the roles of music in the lives of people	
a. Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies	<b>CCA 21-2 Explores Music</b>
3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines	

a. Explore creative expression through music, dance, creative dramatics, and the visual arts	<b>CCA 21-2 Explores Music</b>
b. Participate in music activities that emphasize alphabet recognition, spatial relationships, and counting	<b>CCA 21-2 Explores Music</b>
4. Develop knowledge of a wide variety of styles and genres through the study of music history	
a. Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version	<b>CCA 21-2 Explores Music</b>
<b>STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION:</b> Students will demonstrate the ability to organize musical ideas and sounds creatively.	
<b>C. Creative Expression and Production</b>	
1. Develop confidence in the ability to improvise music through experimentation with sound	
a. Experiment with sound patterns through exploration of classroom instruments	<b>CCA 21-2 Explores Music</b>
b. Use the voice to improvise animal and environmental sounds	<b>CCA 21-2 Explores Music</b>
2. Investigate composing music through experiencing with sound and the tools of composition	
a. Explore the use of pictorial representations for sound	<b>CCA 21-2 Explores Music</b>
b. Use body percussion to create sound patterns	<b>CCA 21-2 Explores Music</b>
<b>CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM:</b> Students will demonstrate the ability to make aesthetic judgments.	
<b>D. Aesthetics and Criticism</b>	
1. Express preferences about selected musical compositions	
a. Verbalize or use visual representation for at least one reason for musical experience	<b>CCA 21-2 Explores Music</b>
<b>Fine Arts - Visual Arts</b>	
<b>CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING:</b>	



AESTHETIC EDUCATION- Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.	
A. Aesthetic Education	
1. Identify, describe, and interpret observed form	
a. Identify colors, lines, and shapes found in the environment	<b>CCA 21-1 Explores Art Media</b>
b. Use colors, lines, and shapes to communicate ideas about the observed world	<b>CCA 21-1 Explores Art Media</b>
2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine	
a. Identify the subject matter of various works of art	<b>CCA 21-1 Explores Art Media</b>
b. Use color, line, and shape to represent ideas visually from observation, memory, and imagination	<b>CCA 21-1 Explores Art Media</b>
3. Experiment with elements of art elements of design to organize personally meaningful compositions	
a. Explore color, line, and shape in artworks	<b>CCA 21-1 Explores Art Media</b>
b. Use color, line, and shape to make artworks	<b>CCA 21-1 Explores Art Media</b>
CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.	
B. Historical, Cultural, and Social Context	
1. Determine ways in which works of art express ideas about oneself, other people, places, and events	
a. Observe works of art and identify ideas expressed by the artists	<b>CCA 21-1 Explores Art Media</b>
b. Use selected works of art as inspiration to express ideas visually and verbally	<b>CCA 21-1 Explores Art Media</b>
2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information	

a. Discuss and describe artworks with common themes or similar ideas expressed	<b>CCA 21-1 Explores Art Media</b>
b. Describe and share personal artworks	<b>CCA 21-1 Explores Art Media</b>
3. Differentiate among works by artists representative of different cultures	
a. Discuss the subject matter of selected artworks	<b>CCA 21-1 Explores Art Media</b>
b. Categorize the subject matter of artworks as the same or different	<b>CCA 21-1 Explores Art Media</b>
4. Describe the processes used to interpret and express ideas in the visual arts and other disciplines	
a. Identify the visual qualities of works of art and the environment	<b>CCA 21-1 Explores Art Media</b>
b. Explain and use a variety of visual arts processes to express ideas	<b>CCA 21-1 Explores Art Media</b>
<b>CONTENT STANDARD 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</b>	
<b>C. Creative Expression and Production</b>	
1. Create images and forms from observation, memory, imagination, and feelings	
a. Explore art media, processes, and techniques	<b>CCA 21-1 Explores Art Media</b>
b. Manipulate art media, materials and tools safely	<b>CCA 21-1 Explores Art Media</b>
c. Create artworks that explore the uses of color, line, and shape, to express ideas	<b>CCA 21-1 Explores Art Media</b>
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel	
a. Explore ways images communicate ideas	<b>CCA 21-1 Explores Art Media</b>
b. Identify color, line, and shape in artworks	<b>CCA 21-1 Explores Art Media</b>
<b>CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.</b>	
<b>D. Criticism and Aesthetics</b>	

1. Develop and apply criteria to evaluate personally created artworks and the artworks of others	
a. Observe and respond to selected artworks	<b>CCA 21-1 Explores Art Media</b>
<b>Fine Arts - Theatre</b>	
CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.	
A. Aesthetics Education	
1. Describe ways that theatre depicts themes and stories	
a. Listen to and perform nursery rhymes, finger plays, and popular books and other media	<b>CCA 21-4 Participates in Dramatic Play</b>
b. Explore themes and ideas about people and events through improvisational play	<b>CCA 21-4 Participates in Dramatic Play</b>
c. Explore roles and behaviors associated with family and community	<b>CCA 21-4 Participates in Dramatic Play</b>
2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances	
a. Explore expressive qualities in dance, music, theatre, and visual arts	<b>CCA 21-4 Participates in Dramatic Play</b>
CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS - The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.	
B. Historical, Cultural, and Social Contexts	
1. Express a range of responses to a variety of stimuli	
a. Listen to and imitate sounds in the environment	<b>CCA 21-2 Explores Music</b>
b. Sing and move to a variety of traditional children's songs from a variety of cultures	<b>CCA 21-2 Explores Music</b>
2. Demonstrate knowledge of theatrical conventions as performers and as an audience	

a. Listen to and retell familiar stories and create accompaniment using natural and human-made sounds	<b>CCA 21-4 Participates in Dramatic Play</b>
b. Create accompaniment to stories using natural and human made sounds	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION:</b> Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.	
<b>C. Creative Expression and Production</b>	
1. Use a variety of theatrical elements to communicate ideas and feelings	
a. Pantomime characters from books or rhymes	<b>CCA 21-4 Participates in Dramatic Play</b>
b. Use sound effects, costumes, and properties to enhance the quality of dramatic activities	<b>CCA 21-4 Participates in Dramatic Play</b>
c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements	<b>CCA 21-4 Participates in Dramatic Play</b>
d. Improvise roles and behaviors associated with a variety of animals and professions	<b>CCA 21-4 Participates in Dramatic Play</b>
2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	
a. Recognize that a play has characters, dialogue, setting(s), and tells a story	<b>CCA 21-4 Participates in Dramatic Play</b>
b. Observe and identify what characters do in a variety of settings	<b>CCA 21-4 Participates in Dramatic Play</b>
c. Imitate the actions of observed characters and objects	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM:</b> Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.	
<b>D. Aesthetics and Criticism</b>	
1. Identify, describe, and apply criteria to assess individual and group theatre processes	
a. Observe and respond to theatrical experiences as participants and audience members	<b>CCA 21-4 Participates in Dramatic Play</b>

b. Identify favorite television shows and movies	<b>CCA 21-4 Participates in Dramatic Play</b>
2. Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre	
a. Identify and discuss characters in stories	<b>LKS 8-1 Develops Early Literacy</b>
<b>Fine Arts – Dance</b>	
CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to dance.	
A. Aesthetic Education	
1. Demonstrate knowledge of how elements of dance are used to communicate meaning	
a. Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings	<b>CCA 21-3 Explores Movement and Dance</b>
b. Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast and slow, and use sensory stimuli to create movement	<b>CCA 21-3 Explores Movement and Dance</b>
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement	
a. Explore locomotor and non-locomotor movements using kinesthetic awareness	<b>CCA 21-3 Explores Movement and Dance</b>
b. Respond to prompts related to timing while executing locomotor and non-locomotor movements	<b>CCA 21-3 Explores Movement and Dance</b>
c. Perform and name selected dance movements	<b>CCA 21-3 Explores Movement and Dance</b>
d. Reproduce movement demonstrated by the teacher	<b>CCA 21-3 Explores Movement and Dance</b>
3. Respond to dance through observation, experience, and analysis	
a. Apply the language of dance to observed movement	<b>CCA 21-3 Explores Movement and Dance</b>
b. Explore the uses of dance movements	<b>CCA 21-3 Explores Movement and Dance</b>
CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT - Students will demonstrate an understanding of dance as an essential aspect of history and human experience.	

B. Historical, Cultural, and Social Context	
1. Demonstrate knowledge of dances from a variety of cultures	
a. View dances from other cultures	<b>SS 16-1 Explores Cultures</b>
b. Perform selected traditional dances from various cultures	<b>SS 16-1 Explores Cultures</b>
2. Relate dance to history, society and personal experience	
a. View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new	<b>CCA 21-3 Explores Movement and Dance</b>
b. Create movements that express specific moods	<b>CCA 21-3 Explores Movement and Dance</b>
3. Demonstrate understanding of the relationships between and among dance and other content areas	
a. Explore ways line and shape are used in dance and other content areas	<b>CCA 21-3 Explores Movement and Dance</b>
<b>CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION - Students will demonstrate the ability to create and perform dance.</b>	
C. Creative Expression and Production	
1. Develop the ability to improvise dance	
a. Improvise movements to communicate ideas and concepts in response to a variety of stimuli	<b>CCA 21-3 Explores Movement and Dance</b>
b. Use improvisation to link two or more locomotor or non-locomotor movements	<b>CCA 21-3 Explores Movement and Dance</b>
c. Communicate ideas from stories, poems, or songs using improvisation	<b>CCA 21-3 Explores Movement and Dance</b>
2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning	
a. Communicate movement ideas using the elements of dance	<b>CCA 21-3 Explores Movement and Dance</b>
b. Demonstrate movement effects using repetition	<b>CCA 21-3 Explores Movement and Dance</b>
c. Use dance movement to tell stories	<b>CCA 21-3 Explores Movement and Dance</b>
3. Develop performance competencies in dance	
a. Recognize how specific performance competencies, such as maintaining formation, maintaining personal space,	<b>CCA 21-3 Explores Movement and Dance</b>

entrance and exit affect dance presentation	
b. Complete simple dances from beginning to end, following cues or models	<b>CCA 21-3 Explores Movement and Dance</b>
<b>CONTENT STANDARD: 4.0 AESTHETIC CRITICISM-</b> Students will demonstrate the ability to make aesthetic judgments in dance.	
<b>D. Aesthetic Criticism</b>	
1. Identify and apply criteria to evaluate choreography and performance	
a. Recognize and describe locomotor and non-locomotor movements in dance performances	<b>CCA 21-3 Explores Movement and Dance</b>
b. Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances	<b>CCA 21-3 Explores Movement and Dance</b>
c. Demonstrate audience behaviors that are respectful of the performers	<b>ATL 2-2 Shows Responsibility</b>

<b>Physical Development and Health</b>	
<b>Physical Education</b>	
<b>CONTENT STANDARD: 1.0 SKILLFULNESS-</b> Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skill themes, and applying skills.	
<b>A. Fundamental Movement</b>	
1. Show fundamental movement skills	
a. Use general spatial awareness and self space awareness in physical activity	<b>PMP 17-1 Develops Perception &amp; Balance</b>
b. Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
c. Demonstrate non-locomotive skills of bending and stretching	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>B. Creative Movement</b>	
1. Show creative movement skills	
a. Identify body parts and demonstrate in a variety of way how they can move	<b>LC 7-4 Expands Vocabulary</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b>

b. Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns	<b>CM 12-2 Develops Spatial Awareness</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>C. Skill Themes</b>	
1. Explore and experience skill themes	
a. Demonstrate rolling a ball at an object	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
b. Demonstrate throwing a ball	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
c. Demonstrate striking a light weight object with different body parts	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b>
<b>CONTENT STANDARD: 2.0 BIOMECHANICAL PRINCIPLES-Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.</b>	
<b>A. Effects on Objects</b>	
1. Identify ways that people and objects move	
a. Show how a body moves fast and slow	<b>PMP 17-1 Develops Perception &amp; Balance</b>
b. Show how to move a body forward, backward, and sideways in open space	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>B. Balance</b>	
1. Identify balance through movement	
a. Show the ability to balance on one or more body parts	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>CONTENT STANDARD: 3.0 MOTOR LEARNING PRINCIPLES-Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.</b>	
<b>A. Appropriate Practices</b>	
1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.	
a. Show basic motor skills, using imitation, as a means for motor skill improvement	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>B. Corrective Feedback</b>	
1. Identify the importance of corrective feedback on performance	
a. Use verbal and visual cues to improve skill performance	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>CONTENT STANDARD 4.0: EXERCISE PHYSIOLOGY- Students will demonstrate the ability to use scientific principals to</b>	



design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.	
A. Effects of Physical Activity on the Body	
1. Identify the effects of physical activity on the body systems	
a. Demonstrate how exercise affects the body. For example, the body sweats, the heart beats faster, and the lungs work harder	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
C. Components of Fitness	
1. Identify the components of physical	
a. List and demonstrate activities that promote fitness for a healthy lifestyle	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
D. Benefits of Physical Activity	
1. Recognize the benefits of physical activity.	
a. Specify the physical benefits of exercise	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
E. Nutrition and Physical Activity	
1. Recognize the relationship between nutrition and physical activity	
a. Describe how food is fuel to the body as gas is fuel to a car	<b>PMP 20-1 Learns about Nutrition</b>
F. Exercise Adherence	
1. Recognize that factors influencing daily physical activity	
a. Identify and perform physical activities that are fun, enjoyable, and promote fitness	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>Physical Education</b>	
CONTENT STANDARD: 5.0 PHYSICAL ACTIVITY – students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.	
A. Aerobic Fitness	

1. Identify and show individual aerobic capacity/cardio respiratory fitness.	
a. Demonstrate activities that improve aerobic capacity/cardio respiratory fitness	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>B. Muscular Strength and Endurance</b>	
1. Identify and show activities for muscular strength and muscular endurance	
a. Demonstrate activities that improve muscular strength through play	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>C. Flexibility</b>	
1. Identify and show activities for flexibility	
a. Demonstrate activities that improve Flexibility through play	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>CONTENT STANDARD: 6.0 SOCIAL PSYCHOLOGICAL PRINCIPLES-</b> Student will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.	
<b>A. Safety in Physical Activity</b>	
1. Demonstrate safety in physical activity settings	
a. Use person and general space safely in a physical activity setting to avoid injury	<b>PMP 20-2 Learns Safety Rules</b>
<b>C. Cooperation and Responsibility</b>	
1. Identify and behavioral skills to develop a sense of community in physical activity settings	
a. Imitate socially acceptable behaviors of cooperation, respect and, responsibility to interact positively with others	<b>SED 6-3 Cooperates with Peers</b>
<b>Health Education</b>	
<b>CONTENT STANDARD 5.0: SAFETY AND INJURY PREVENTION-</b> Student will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
<b>A. Emergency</b>	
1. Recognize how to respond appropriately to emergency situations	
a. Identify how to respond to an emergency situations such as tell and adult, and call 911	<b>PMP 20-2 Learns Safety Rules</b>

CONTENT STANDARD 6.0: NUTRITION AND FITNESS-Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.	
A. Responses to Food	
1. Students will identify the relationship between food and the senses	
a. Recognize that foods have different tastes such as, sweet, sour, bitter, and salty	<b>PMP 20-1 Learns about Nutrition</b>
E. Food and Health	
1. Recognize the relationship between food and health	
a. Tell why the body needs food	<b>PMP 20-1 Learns about Nutrition</b>

**DISCLAIMER:**

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

[contact@lifecubby.me](mailto:contact@lifecubby.me)