

LifeCubby Vine Assessments
Align with
Maryland Model for School Readiness (MMSR)
Framework and Standards for Prekindergarten



**The LifeCubby
Assessment System**



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>

Maryland Model for School Readiness (MMSR) Framework and Standards for Prekindergarten	Vine Assessments by LifeCubby
Personal and Social Development	
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	Vine Indicators
a. Attempt new play and learning experiences independently	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
b. Know resources are available in the classroom and how to use them	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
2. Uses coping skills with help from others	
a. Relate needs, wants, and feelings to others	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
b. Persevere with activities when feeling frustrated	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
3. Show self-direction in familiar settings	
a. Make choices with help and pursues tasks with intention	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
b. Care for own belongings with occasional reminders	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
4. Follow simple classroom rules and routines with guidance	
a. Generate and follow classroom rules	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
b. Plan routine activities in the classroom with guidance	ATL 2-1 Understands Routines <u>Pre-K:</u> Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
5. Use classroom materials appropriately	
a. Play with and use materials with appropriate intention and purpose	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle

	consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
b. Put away classroom materials after use with occasional reminders	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
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	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
b. Take turns when working in groups with guidance	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
c. Share materials and equipment with guidance	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
d. Seek adult help when solving interaction conflicts	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
2. Participate cooperatively in group activities	
a. Listen to directions from peers and responds to simple tasks	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
b. Understand rules of group activities with guidance	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
c. Speak of individual contributions and group accomplishments	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language

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	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
b. Care with guidance for peers who are in distress	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
STANDARD: 3.0 APPROACHES TOWARD LEARNING- Students will demonstrate active interest in learning and apply learning and study skills to new tasks.	
A. Approaches Toward Learning	
1. Show eagerness and curiosity as a learner	
a. Demonstrate interest and curiosity in learning new things with guidance	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
b. Ask some questions about new things and experiences	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
c. Speak about new learning experiences	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
2. Attend to learning tasks with guidance	
a. Manage transitions from one activity to the next with guidance	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
b. Listen to simple directions specific to the tasks	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
c. Complete short-term tasks	ATL 1-1 Is Attentive <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
3. Use some learning strategies when approaching new tasks	
a. Plan and carry out familiar tasks with guidance	CS 14-3 Makes Plans <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
b. Ask questions to seek ideas for new tasks	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
c. Relate relevant previous experiences to new task	ATL 1-6 Thinks with Creativity & Flexibility

	<u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
4. Accepts responsibility for learning	
a. Put away materials after completing activity or task	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
b. Participate in classroom activities	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
c. Recognize mistakes and asks for help	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege

Language and Literacy Development	
CONTENT STANDARD: 1.0 GENERAL READING PROCESSES	
A. Phonemic Awareness	
1. Discriminate sounds and words	
a. Tell whether sounds are same or different	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
b. Recognize that letters represent sounds	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
c. Identify and repeat initial sounds in words	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
d. Classify words by initial sounds	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
2. Discriminate and produce rhyming words and alliteration.	
a. Repeat rhyming words	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
b. Repeat phrases and sentences with alliteration	LC 7-3 Develops Phonemic Awareness

	<u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
c. Discriminate rhyming words from nonrhyming words	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
3. Blend sounds and syllables to form words	
a. Orally blend syllables into a whole word, such as fun-ny = funny	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
4. Segment sounds in spoken words and sentences	
a. Clap words in a sentence	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
b. Identify the initial sound in a word	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
B. Phonics	
1. Recognize that letters have corresponding sounds	
a. Recognize similarities and differences in letter shapes	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
b. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
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	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
C. Fluency	
1. Engage in imitative reading at an appropriate rate	
a. Listen to models of fluent reading	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story

b. Recite nursery rhymes, poems, and finger plays with expression	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
c. Develop beginning sight vocabulary of familiar words, such as first name, color words	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
D. Vocabulary	
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	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
c. Ask questions about unknown objects and words related to topics discussed	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
d. Listen to and identify the meaning of content-specific vocabulary	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
e. Identify some signs, labels, and environmental print	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows

	awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
f. Collect and play with favorite words	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
2. Develop a conceptual understanding of new words	
a. Use words to describe size, color, and shape	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
b. Name common objects shown in pictures	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
3. Understand, acquire, and use new vocabulary	
a. Use illustrations to find meaning of unknown words	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
b. Use newly learned vocabulary on multiple occasions to reinforce meaning	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
E. General Reading Comprehension	
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	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
b. Understand that print conveys meaning	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows

	awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
c. Demonstrate the proper use of a book	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
d. Identify the title of a book	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
e. Demonstrate that text is read from left to right and top to bottom	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
f. Identify pictures, shapes, letters, and numerals	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
2. Use strategies to prepare for reading (before reading)	
a. Make connections to the text using illustrations/ photographs from prior knowledge	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
b. Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
c. Help set a purpose for reading	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters

	make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
3. Use strategies to make meaning from text (during reading)	
a. Use illustrations to construct meaning	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
b. Make and confirm predictions	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
c. Connect events, characters, and actions in stories to specific life experiences	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
4. Demonstrate understanding of text (after reading)	
a. Recall information from text	ATL 1-2 Develops Memory <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
b. Respond orally to questions	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
c. Respond to text in a variety of ways • Retell • Dramatize • Draw	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
d. Review the purpose for reading	LKS 8-3 Develops Emergent Reading

	<u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
e. Retell a story as though reading a book	ATL 1-2 Develops Memory <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
CONTENT STANDARD: 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.	
A. Comprehension of Informational Text	
1. Develop comprehension skills by reading a variety of informational texts	
a. Listen to nonfiction materials	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
b. Listen to and read functional documents by following simple oral or rebus directions	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
c. Listen to and use personal interest materials, such as books and magazines	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
2. Recognize and use text features to facilitate understanding of informational texts	
a. Recognize print features	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
b. Recognize graphic aids	LKS 8-3 Develops Emergent Reading

<ul style="list-style-type: none"> • Photographs • Drawings • Maps • Graphs • Diagrams 	<p><u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
3. Develop knowledge of organizational structure of informational texts	
a. Recognize sequential order	<p>LKS 8-3 Develops Emergent Reading</p> <p><u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
4. Determine important ideas and messages in informational texts	
a. Retell important facts from a text	<p>LKS 8-1 Develops Early Literacy</p> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
b. Identify how someone might use the text	<p>LKS 8-3 Develops Emergent Reading</p> <p><u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
CONTENT STANDARD: 3.0 COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.	
A. Comprehension of Literary Text	
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	<p>LKS 8-1 Develops Early Literacy</p> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
b. Listen to and discuss a variety of different types of fictional literary texts,	<p>LKS 8-1 Develops Early Literacy</p> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that</p>

such as stories, poems, nursery rhymes, realistic fiction, and fairy tales	English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
2. Use text features to facilitate understanding of literary texts	
a. Identify and explain how the title contributes to meaning	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
3. Use elements of narrative texts to facilitate understanding	
a. Identify the beginning and end of a story	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
b. Identify the characters of a story	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
4. Use elements of poetry to facilitate understanding	
a. Identify rhyme, rhythm, and repetition in poems read to them	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
5. Use elements of drama to facilitate understanding	
a. Recognize that a play has characters, dialogue, scenery, and tells a story	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers

6. Determine important ideas and messages in literary texts	
a. Retell the story by sequencing the main events	ATL 1-2 Develops Memory <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
b. Identify a personal connection to the text	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
CONTENT STANDARD: 4.0 WRITING: Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.	
A. Writing	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers	
a. Recognize that writing conveys meaning	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
b. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
2. Compose oral and visual presentations that express personal ideas	
a. Write to express personal ideas using letter-like shapes, symbols, and letters	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
b. Contribute to a shared writing experience or topic of interest	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
c. Use drawings, letters, or symbols to express personal ideas	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters

4. Identify how language choices in writing and speaking affect thoughts and feelings	
a. Identify and use words to communicate feelings	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
b. Acquire and use new vocabulary	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
CONTENT STANDARD: 5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.	
A. Grammar	
1. Use grammar concepts and skills that strengthen oral language	
a. Use complete sentences to respond to questions	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
B. Usage	
1. Comprehend and apply standard English usage in oral language	
a. Use sentences with subject/verb agreement	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
b. Use correct verb tense	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
C. Mechanics	
1. Comprehend basic punctuation and capitalization in written language	
a. Recognize that names begin with a capital letter	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
b. Recognize that space is used to separate words	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
CONTENT STANDARD: 6.0 LISTENING: Students will demonstrate effective	

listening to learn, process, and analyze information.	
A. Listening	
1. Demonstrate active listening strategies	
a. Attend to the speaker	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
2. Comprehend and analyze what is heard	
a. Determine a speaker 's general purpose	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
b. Identify rhythms and patterns of language, including rhyme and repetition	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
d. Follow a set of two- or three-step directions	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
e. Listen carefully to expand and enrich vocabulary	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
CONTENT STANDARD: 7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	
A. Speaking	
1. Use organization and delivery strategies	
a. Speak clearly enough to be heard and understood in a variety of settings	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
2. Make oral presentations	
a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas

b. Use props in situations, such as show-and-tell	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
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Cognition and General Knowledge	
Mathematics	
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...	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
b. Recognize simple patterns	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
c. Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
d. Continue a simple pattern	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
e. Create a simple pattern of 2 different objects when given the rule	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
f. Identify patterns in real-world situations	CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
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	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
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	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
b. Name the attributes of plane figures such as: shape, color, size	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
c. Match triangles, circles, and squares	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
d. Identify triangles, circles, and squares in the environment	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
B. Solid Geometric Figure	
1. Recognize and use the attributes of solid geometric figures	
a. Sort objects by one attribute such as: size, shape, weight, length	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
b. Find solid figures in the environment	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
E. Transformations	
1. Begin to recognize a transformation	
a. Tell position by using words such as: over, under, above, on, next to, below, beside, behind	CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
b. Recognize a slide using concrete materials	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry

CONTENT STANDARD: 3.0 KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.	
A. Measurement Units	
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	CM 11-1 Learns Measurement and Quantities 3-Year Old: Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
b. Compare and describe objects according to a single attribute	CS 13-2 Classifies or Sorts Objects Pre-K: Compares objects based on attributes, such as weight, odor, color, texture, function or sound
B. Measurement Tools	
1. Measure in non-standard units	
a. Measure length of objects	CM 11-1 Learns Measurement and Quantities Pre-K: Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
b. Explore the capacity of containers	CM 11-1 Learns Measurement and Quantities Pre-K: Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
c. Explore the weight of objects	CM 11-1 Learns Measurement and Quantities Pre-K: Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
CONTENT STANDARD: 4.0 KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.	
A. Data Displays	
1. Explore and display data	
a. Explore data by answering a yes/no question	ATL 1-5 Shows Initiative Pre-K: Makes and conveys choices to friends and teachers
b. Display data on real graphs	CM 11-1 Learns Measurement and Quantities Pre-K: Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer,

	measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
c. Display data on picture graphs	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
B. Data Analysis	
1. Analyze data	
a. Talk about data from real graphs to answer a question such as: Which category has the most?	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
CONTENT STANDARD: 6.0 KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATION/ARITHMATIC: 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	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
b. Show an understanding of quantity	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
c. Construct relationships based on quantity	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
d. Use classroom experiences to indicate same, more, or less	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
e. Count and discuss quantity	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10

f. Use concrete materials to build sets 0 to 5	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
g. Match a numeral to a set 0 to 5	CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
h. Count to 10	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
i. Use ordinal words to indicate position such as: first, next, last	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
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	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
b. Decide if enough information is present to solve the problem	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
c. Make a plan to solve a problem	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
f. Identify alternative ways to solve a problem	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems

g. Show that a problem might have multiple solutions or no solution	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
h. Extend the solution of a problem to a new problem situation	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
B. Reasoning	
1. Justify ideas or solutions with mathematical concepts or proofs	
a. Use inductive or deductive reasoning	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
b. Make or test generalizations	CS 14-2 Makes Predictions <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
c. Support or refute mathematical statements or solutions	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
d. Use methods of proofs, i.e., direct, indirect, paragraph, or contradiction	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
C. Communication	
1. Present mathematical ideas using words, symbols, visual displays, or technology	
a. Use multiple representations to express concepts or solutions	CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
b. Express mathematical ideas orally	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
c. Explain mathematical ideas in written form	CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
d. Express solutions using concrete materials	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
e. Express solutions using pictorial, tabular, graphical, or algebraic methods	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2

f. Explain solutions in written form	CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
g. Ask questions about mathematical ideas or problems	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
h. Give or use feedback to revise mathematical thinking	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
D. Connections	
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	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
b. Identify mathematical concepts in relationships to other disciplines	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
c. Identify mathematical concepts in relationship to life	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
d. Use the relationship among mathematical concepts to learn other mathematical concepts	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
Science	
CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – Grade 2	
A. Constructing Knowledge	
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	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses

b. Seek information through reading, observation, exploration, and investigations	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
c. Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
d. Explain that when a science investigation is done the way it was done before, we expect to get a very similar result	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
e. Participate in multiple experiences to verify that science investigations generally work the same way in different places	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
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)	CS 14-2 Makes Predictions <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
g. Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
B. Applying Evidence and Reasoning	
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	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
b. Develop reasonable explanations for observation made, investigations completed, and information gained by sharing ideas and listening to others' ideas	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
c. Explain why it is important to make some fresh observations when people give different descriptions of the same thing	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help

C. Communicating Scientific Information	
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	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
b. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
c. Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth)	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
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	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
e. Recognize that everybody can do science and invent things and ideas	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
D. Technology	
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	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
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	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
c. Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses

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)	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
e. Explain that sometimes it is not possible to make or do everything that is designed	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
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	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
b. Explain that something may not work if some of its parts are missing	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
c. Explain that when parts are put together, they can do things that they couldn't do by themselves	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
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	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
b. Realize that one way to describe something is to say how it is like something else	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
E. History of Science	
1. Recognize that everyone can do science and invent things.	
a. Investigate and explore science concepts.	CS 14-4 Draws Conclusions and Sorts Results <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
CONTENT STANDARD: 2.0 EARTH/SPACE SCIENCE: 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.	
E. Interactions of Hydrosphere and Atmosphere	
2. Describe the weather using observations.	
a. Observe and describe the weather using senses	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
b. Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
CONTENT STANDARD: 3.0 LIFE SCIENCE: 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.	
A. Diversity of Life	
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.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
b. Gather information about how some plants are alike in the way they look and the things they do.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
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.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
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.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
C. Genetics	

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	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
b. Describe how offspring are very much, but not exactly, like their parents and like one another	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
c. Arrange illustrations of humans and other animals in developmental sequence from infancy to adult	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
CONTENT STANDARD: 4.0 CHEMISTRY: 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.).	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
b. Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Social Studies	
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.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
b. Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
2. Identify symbols and practices associated with the United States of America	
a. Recognize symbols, such as the American Flag.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
b. Recognize that the Pledge of Allegiance is a practice that happens in school.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
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 that are remembered during observance of national holidays and celebrations.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
C. Protecting Rights and Maintaining Order	
1. Identify the roles, rights, and responsibilities of being a member of the family and school	
a. Identify roles of family members.	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships
b. Identify the roles of members of the school, such as principal, teacher, and nurse.	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures

c. Identify and discuss rights, responsibilities, and choices in the classroom and family.	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
CONTENT STANDARD: 2.0 PEOPLES OF THE NATIONS AND WORLD: (Prek – 3 Standard) Students will understand how people in Maryland, the United States, and around the world are alike and different.	
A. Elements of Culture	
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.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
b. Use personal experiences, stories, and electronic media to demonstrate understanding that all people need food, clothing, and shelter.	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
C. Conflict and Compromise	
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.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
CONTENT STANDARD: 3.0 GEOGRAPHY: (PreK – 3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities.	
A. Using Geographic Tools	
1. Recognize that a globe and maps are used to help people locate places.	
a. Recognize that maps are models of places.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
b. Recognize that a globe is a model of Earth.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures

c. Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
B. Geographic Characteristics of Places and Regions	
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.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
b. Discuss that places have humanmade features, such as streets, buildings, and parks.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
C. Movement of People, Goods and Ideas	
1. Identify the role of transportation in the community	
a. Recognize transportation as a means of traveling from place to place.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
b. Identify ways in which people travel to various places in the community, such as bus, car, and bicycle.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
D. Modifying and Adapting the Environment	
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.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
CONTENT STANDARD: 4.0 ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.	
A. Scarcity and Economic Decision-making	
1. Recognize that people have to make choices because of unlimited economic wants	
a. Identify that goods are things that people make or grow.	SS 16-5 Learns about Government and Economics

	<u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
b. Demonstrate the ability to make a choice.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
2. Identify that materials/resources are used to make products	
a. Recognize that workers do jobs in the home and school.	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
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.	CS 14-3 Makes Plans <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
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.	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
	CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
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.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
2. Identify how goods are acquired	
a. Identify that coins and bills are money.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
b. Identify that money is used to buy goods.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions

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.	SS 16-2 Understands Time <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
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. Learn to Write to Communicate Social Studies Understandings	
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.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
C. Ask Social Studies Questions	
1. Identify a topic that requires further study	
a. Identify prior knowledge about the topic.	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
b. Pose questions about the topic.	LC 7-2 Develops Expressive Communication

	<u>Pre-K</u> : Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
D. Acquire Social Studies Information	
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	LKS 8-1 Develops Early Literacy <u>Pre-K</u> : Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Fine Arts - Music	
CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.	
A. Perceiving and Responding	
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	CCA 21-2 Explores Music <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
b. Listen for repeated patterns in music	CCA 21-2 Explores Music <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
c. Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low	CCA 21-2 Explores Music <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
d. Explore sounds in selected environments such as classroom, playground, fieldtrip, and cafeteria	CCA 21-2 Explores Music <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
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	CCA 21-2 Explores Music <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.

b. Listen to examples of adult male voices, adult female voices, and children's voices	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
c. Wait and listen before imitating rhythmic and melodic patterns	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
d. Explore steady beat through singing, speaking, and playing classroom instruments	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
3. Respond to music through movement	
a. Express music through movement, developing the concept of personal space ("bubble space")	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
b. Respond to steady beat through locomotor and body movement	CCA 21-3 Explores Movement and Dance <u>Pre-K:</u> Begins to show individual expression in creative movement activities
c. Listen for simple directions or verbal cues in singing games	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
d. Explore a variety of locomotor and non-locomotor movements to show meter	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
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. Historical, Cultural, and Social Context	
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	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
b. Sing songs representative of different activities, holidays, and seasons in a variety of world cultures	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
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	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.

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	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
b. Participate in music activities that emphasize alphabet recognition, spatial relationships, and counting	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
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	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.	
C. Creative Expression and Production	
1. Develop confidence in the ability to improvise music through experimentation with sound	
a. Experiment with sound patterns through exploration of classroom instruments	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
b. Use the voice to improvise animal and environmental sounds	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
2. Investigate composing music through experiencing with sound and the tools of composition	
a. Explore the use of pictorial representations for sound	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
b. Use body percussion to create sound patterns	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
CONTNET STANDARD: 4.0 AESTHETICS AND CRITICISM: Students	

will demonstrate the ability to make aesthetic judgments.	
D. Aesthetics and Criticism	
1. Express preferences about selected musical compositions	
a. Verbalize or use visual representation for at least one reason for musical experience	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Fine Arts - Visual Arts	
CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: 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	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
b. Use colors, lines, and shapes to communicate ideas about the observed world	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
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	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
b. Use color, line, and shape to represent ideas visually from observation, memory, and imagination	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
3. Experiment with elements of art elements of design to organize personally meaningful compositions	
a. Explore color, line, and shape in artworks	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
b. Use color, line, and shape to make artworks	CCA 21-1 Explores Art Media

	<u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
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	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
b. Use selected works of art as inspiration to express ideas visually and verbally	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
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	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
b. Describe and share personal artworks	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
3. Differentiate among works by artists representative of different cultures	
a. Discuss the subject matter of selected artworks	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
b. Categorize the subject matter of artworks as the same or different	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
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	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
b. Explain and use a variety of visual arts processes to express ideas	CCA 21-1 Explores Art Media

	<u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
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.	
C. Creative Expression and Production	
1. Create images and forms from observation, memory, imagination, and feelings	
a. Explore art media, processes, and techniques	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
b. Manipulate art media, materials and tools safely	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
c. Create artworks that explore the uses of color, line, and shape, to express ideas	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
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	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
b. Identify color, line, and shape in artworks	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.	
D. Criticism and Aesthetics	
1. Develop and apply criteria to evaluate personally created artworks and the artworks of others	
a. Observe and respond to selected artworks	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes

Fine Arts - Theatre	
<p>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.</p>	
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	<p>CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
b. Explore themes and ideas about people and events through improvisational play	<p>CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
c. Explore roles and behaviors associated with family and community	<p>CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
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	<p>CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
<p>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.</p>	
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	<p>CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
b. Sing and move to a variety of traditional children's songs from a variety of cultures	<p>CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>

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	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
b. Create accompaniment to stories using natural and human made sounds	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.	
C. Creative Expression and Production	
1. Use a variety of theatrical elements to communicate ideas and feelings	
a. Pantomime characters from books or rhymes	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
b. Use sound effects, costumes, and properties to enhance the quality of dramatic activities	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
d. Improvise roles and behaviors associated with a variety of animals and professions	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
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	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
b. Observe and identify what characters do in a variety of settings	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
c. Imitate the actions of observed characters and objects	CCA 21-4 Participates in Dramatic Play

	<u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.	
D. Aesthetics and Criticism	
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	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
b. Identify favorite television shows and movies	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
2. Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre	
a. Identify and discuss characters in stories	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Fine Arts – Dance	
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	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
b. Combine selected characteristics of the elements of dance, such as body parts and positions; shapes, levels, energy, fast	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities

and slow, and use sensory stimuli to create movement	<u>Pre-K:</u> Begins to show individual expression in creative movement activities
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement	
a. Explore locomotor and non-locomotor movements using kinesthetic awareness	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
b. Respond to prompts related to timing while executing locomotor and non-locomotor movements	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
c. Perform and name selected dance movements	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
d. Reproduce movement demonstrated by the teacher	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
3. Respond to dance through observation, experience, and analysis	
a. Apply the language of dance to observed movement	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
b. Explore the uses of dance movements	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
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	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
b. Perform selected traditional dances from various cultures	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work

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	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
b. Create movements that express specific moods	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
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	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION - Students will demonstrate the ability to create and perform dance.	
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	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
b. Use improvisation to link two or more locomotor or non-locomotor movements	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
c. Communicate ideas from stories, poems, or songs using improvisation	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
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	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities

b. Demonstrate movement effects using repetition	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
c. Use dance movement to tell stories	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
3. Develop performance competencies in dance	
a. Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit affect dance presentation	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
b. Complete simple dances from beginning to end, following cues or models	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CONTENT STANDARD: 4.0 AESTHETIC CRITICISM-Students will demonstrate the ability to make aesthetic judgments in dance.	
D. Aesthetic Criticism	
1. Identify and apply criteria to evaluate choreography and performance	
a. Recognize and describe locomotor and non-locomotor movements in dance performances	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
b. Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo in performances	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
c. Demonstrate audience behaviors that are respectful of the performers	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege

Physical Development and Health	
Physical Education	
CONTENT STANDARD: 1.0 SKILLFULNESS- 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.	
A. Fundamental Movement	
1. Show fundamental movement skills	
a. Use general spatial awareness and self space awareness in physical activity	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
b. Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
c. Demonstrate non-locomotive skills of bending and stretching	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
B. Creative Movement	
1. Show creative movement skills	
a. Identify body parts and demonstrate in a variety of way how they can move	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
b. Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns	CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
C. Skill Themes	
1. Explore and experience skill themes	
a. Demonstrate rolling a ball at an object	PMP 17-4 Develops Gross Hand-Eye Coordination

	<u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead
b. Demonstrate throwing a ball	PMP 17-4 Develops Gross Hand-Eye Coordination <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead
c. Demonstrate striking a light weight object with different body parts	PMP 17-4 Develops Gross Hand-Eye Coordination <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead
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.	
A. Effects on Objects	
1. Identify ways that people and objects move	
a. Show how a body moves fast and slow	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
b. Show how to move a body forward, backward, and sideways in open space	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
B. Balance	
1. Identify balance through movement	
a. Show the ability to balance on one or more body parts	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
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.	
A. Appropriate Practices	
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	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps

B. Corrective Feedback	
1. Identify the importance of corrective feedback on performance	
a. Use verbal and visual cues to improve skill performance	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
CONTENT STANDARD 4.0: EXERCISE PHYSIOLOGY- Students will demonstrate the ability to use scientific principals to 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	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
C. Components of Fitness	
1. Identify the components of physical	
a. List and demonstrate activities that promote fitness for a healthy lifestyle	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
D. Benefits of Physical Activity	
1. Recognize the benefits of physical activity.	
a. Specify the physical benefits of exercise	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
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	PMP 20-1 Learns about Nutrition <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures
F. Exercise Adherence	

1. Recognize that factors influencing daily physical activity	
a. Identify and perform physical activities that are fun, enjoyable, and promote fitness	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
Physical Education	
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	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
B. Muscular Strength and Endurance	
1. Identify and show activities for muscular strength and muscular endurance	
a. Demonstrate activities that improve muscular strength through play	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
C. Flexibility	
1. Identify and show activities for flexibility	
a. Demonstrate activities that improve Flexibility through play	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
CONTENT STANDARD: 6.0 SOCIAL PSYCHOLOGICAL PRINCIPLES- 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.	

A. Safety in Physical Activity	
1. Demonstrate safety in physical activity settings	
a. Use person and general space safely in a physical activity setting to avoid injury	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
C. Cooperation and Responsibility	
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	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
Health Education	
CONTENT STANDARD 5.0: SAFETY AND INJURY PREVENTION- Student will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
A. Emergency	
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	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
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	PMP 20-1 Learns about Nutrition <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures
E. Food and Health	
1. Recognize the relationship between food and health	
a. Tell why the body needs food	PMP 20-1 Learns about Nutrition <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures

DISCLAIMER:

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info@lifecubby.me