

The Vine Assessment System™

by LifeCubby

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

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
**Virginia's Foundation Blocks for Early Learning:
Comprehensive Standards for Four-Year-Olds**



References



Office of Humanities and Early Childhood Virginia Department of Education. (2013). *Virginia's foundation blocks for early learning: comprehensive standards for four-year-olds*. VA: Author. Retrieved from http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf

Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	Vine Assessments by LifeCubby
Standards for Literacy	Vine Indicators
Oral Language	
a) Listen with increasing attention to spoken language, conversations, and texts read aloud.	LC 7-1 Develops Receptive Communication
b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.	LC 7-4 Expands Vocabulary
c) Make predictions about what might happen in a story.	CS 14-2 Makes Predictions
d) Use complete sentences to ask and answer questions about experiences or about what has been read.	LC 7-2 Develops Expressive Communication
e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.	LC 7-2 Develops Expressive Communication
f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.	LC 7-6 Learns Conversation Structure
g) Listen attentively to stories in a whole class setting.	LC 7-1 Develops Receptive Communication
h) Follow simple one- and two-step oral directions.	LC 7-1 Develops Receptive Communication
Vocabulary	
a) Use size, shape, color, and spatial words to describe people, places, and things.	LC 7-4 Expands Vocabulary
b) Listen with increasing understanding to conversations and directions.	LC 7-1 Develops Receptive Communication
c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.	LC 7-4 Expands Vocabulary
d) Participate in a wide variety of active sensory experiences to build vocabulary.	LC 7-4 Expands Vocabulary
Phonological Awareness	
a) Identify words that rhyme and generate simple rhymes.	LC 7-3 Develops Phonemic Awareness
b) Identify words within spoken sentences.	LC 7-3 Develops Phonemic Awareness
c) Begin to produce consonant letter sounds in isolation.	LC 7-3 Develops Phonemic Awareness

d) Successfully detect beginning sounds in words.	LC 7-3 Develops Phonemic Awareness
e) Begin to isolate or produce syllables within multi-syllable words.	LC 7-3 Develops Phonemic Awareness
Letter Knowledge and Early Word Recognition	
a) Identify and name uppercase and lowercase letters in random order.	LKS 8-2 Develops Alphabetic Knowledge
b) Identify the letter that represents a spoken sound.	LKS 8-2 Develops Alphabetic Knowledge
c) Provide the most common sound for the majority of letters.	LKS 8-2 Develops Alphabetic Knowledge
d) Begin to match uppercase and lowercase letters.	LKS 8-2 Develops Alphabetic Knowledge
e) Read simple/familiar high-frequency words, including child's name.	LKS 8-3 Develops Emergent Reading
f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.	LKS 8-2 Develops Alphabetic Knowledge
Print and Book Awareness	
a) Identify the front and back covers of a book.	LKS 8-1 Develops Early Literacy
b) Identify the location of the title and title page of a book.	LKS 8-1 Develops Early Literacy
c) Identify where reading begins on a page (first word).	LKS 8-3 Develops Emergent Reading
d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance.	LKS 8-1 Develops Early Literacy
e) Distinguish print from pictures.	LKS 8-3 Develops Emergent Reading
f) Turn pages one at a time from the front to the back of a book.	LKS 8-1 Develops Early Literacy
Writing	
a) Distinguish print from images or illustrations.	LKS 9-1 Develops Emergent Writing
b) Demonstrate use of print to convey meaning.	LKS 9-1 Develops Emergent Writing
c) Copy or write letters and numbers using various materials.	LKS 9-1 Develops Emergent Writing
d) Print first name independently.	LKS 9-1 Develops Emergent Writing
e) Begin to use correct manuscript letter and number formation.	LKS 9-1 Develops Emergent Writing
f) Copy various words associated with people or objects within the child's environment.	LKS 9-1 Develops Emergent Writing

g) Use phonetically spelled words to convey messages or tell a story.	LKS 9-1 Develops Emergent Writing
h) Understands that writing proceeds left to right and top to bottom.	LKS 9-1 Develops Emergent Writing

Standards for Mathematics	
Number and Number Sense	
a) Count forward to 20 or more. Count backward from 5.	CM 10-1 Begins Counting
b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).	CM 10-2 Builds and Observes Sets
c) Count the items in a collection of one to ten items and know the last counting word tells "how many."	CM 10-1 Begins Counting
d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.	CM 10-2 Builds and Observes Sets
e) Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.	CM 10-1 Begins Counting
Computation	
a) Describe changes in groups (sets/collections) by using more when groups of objects (sets) are combined (added together).	CM 10-3 Learns Addition, Subtraction and Division
b) Describe changes in groups (sets/collections) by using fewer when groups of objects (sets) are separated (taken away).	CM 10-3 Learns Addition, Subtraction and Division
Measurement	
a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.	CM 11-1 Learns Measurement and Quantities
b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).	CM 11-1 Learns Measurement and Quantities
c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold.	CM 11-1 Learns Measurement and Quantities
d) Use appropriate vocabulary when describing duration of time, e.g., hour, day,	SS 16-2 Understands Time

week, month, morning, afternoon, and night.	
Geometry	
a) Match and sort shapes (circle, triangle, rectangle, and square).	CM 12-1 Learns Shapes & Sizes
b) Describe how shapes are similar and different.	CM 12-1 Learns Shapes & Sizes
c) Recognize and name shapes (circle, triangle, rectangle, and square).	CM 12-1 Learns Shapes & Sizes
d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.	CM 12-2 Develops Spatial Awareness
Data Collection and Statistics	
a) Collect information to answer questions of interest to children.	CM 11-1 Learns Measurement and Quantities
b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.	CM 11-1 Learns Measurement and Quantities
Patterns and Relationships	
a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).	CS 13-2 Classifies or Sorts Objects
b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.	CM 11-2 Understands Patterns
c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.	CM 11-2 Understands Patterns

Standards for Science	
Scientific Investigation, Reasoning, and Logic	
a) Use the five senses to explore and investigate the natural world.	CS 13-1 Explores Objects
b) Use simple tools and technology safely to observe and explore different objects and environments.	CS 13-1 Explores Objects
c) Ask questions about the natural world related to observations.	CS 15-1 Explores the Natural Environment
d) Make predictions about what will happen next based on previous experiences.	CS 14-2 Makes Predictions
e) Conduct simple scientific investigations.	CS 14-4 Draws Conclusions and Sorts Results
Force, Motion, and Energy	

a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.	CS 13-1 Explores Objects
b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects.	CS 14-2 Makes Predictions
c) Describe the effects magnets have on other objects.	CS 14-4 Draws Conclusions and Sorts Results
d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver	CS 13-1 Explores Objects
Matter/Physical Properties	
a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).	CS 13-2 Classifies or Sorts Objects
b) Recognize water in its solid and liquid forms.	CS 15-2 Develops an Understanding of and Care for the Natural World
c) Describe the differences between solid and liquid objects.	CS 13-2 Classifies or Sorts Objects
d) Sort objects based on whether they sink or float in water.	CS 14-4 Draws Conclusions and Sorts Results
Matter/Simple Physical and Chemical Reactions	
a) Predict changes to matter when various substances are to be combined.	CS 14-2 Makes Predictions
b) Observe and conduct simple experiments that explore what will happen when substances are combined.	CS 14-1 Solves Problems
c) Observe and record the experiment results and describe what is seen.	CS 14-4 Draws Conclusions and Sorts Results
Life Processes	
a) Describe what living things need to live and grow (food, water, and air).	CS 15-2 Develops an Understanding of and Care for the Natural World
b) Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.).	CS 15-2 Develops an Understanding of and Care for the Natural World
c) Recognize that many young plants and animals are similar but not identical to their parents and to one another.	CS 15-2 Develops an Understanding of and Care for the Natural World
Interrelationships in Earth/Space Systems	
a) Use vocabulary to describe major features of Earth and the sky.	CS 15-2 Develops an Understanding of and Care for the Natural World
b) Identify objects in the sky – moon, stars, sun, and clouds.	CS 15-2 Develops an Understanding of and Care for the Natural World

c) Classify things seen in the night sky and those seen in the day sky	CS 15-2 Develops an Understanding of and Care for the Natural World
d) Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts).	CS 15-1 Explores the Natural Environment
Earth Patterns, Cycles, and Change	
a) Make daily weather observations and use common weather related vocabulary to describe the observations, e.g., sunny, rainy, cloudy, cold, hot, etc.	CS 15-2 Develops an Understanding of and Care for the Natural World
b) Identify how weather affects daily life.	CS 15-2 Develops an Understanding of and Care for the Natural World
c) Describe basic weather safety rules.	PMP 20-2 Learns Safety Rules
d) Observe and recognize the characteristics of the four seasons and the changes observed from season to season.	CS 15-1 Explores the Natural Environment
e) Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc.	CS 15-1 Explores the Natural Environment
f) Compare a variety of living things to determine how they change over time (life cycles).	CS 15-1 Explores the Natural Environment
g) Describe home and school routines.	ATL 2-1 Understands Routines
Resources	
a) Identify ways that some things can be conserved.	CS 15-2 Develops an Understanding of and Care for the Natural World
b) Recognize that some things can be reused.	CS 15-2 Develops an Understanding of and Care for the Natural World
c) Recognize that some things can be recycled.	CS 15-2 Develops an Understanding of and Care for the Natural World
d) Understand and use vocabulary such as conserve, recycle, and reuse.	CS 15-2 Develops an Understanding of and Care for the Natural World

Standards for History and Social Science	
Similarities and Differences	
a) Recognize ways in which people are alike and different.	SED 4-1 Develops Awareness of Self
b) Describe his/her own unique characteristics and those of others.	SED 4-1 Develops Awareness of Self
c) Make the connection that he/she is both a member of a family and a member of a classroom community.	SED 4-1 Develops Awareness of Self

d) Engage in pretend play to understand self and others.	CCA 21-4 Participates in Dramatic Play
e) Participate in activities and traditions associated with different cultural heritages.	SS 16-1 Explores Cultures
Change Over Time	
a) Describe ways children have changed since they were babies.	SS 16-2 Understands Time
b) Express the difference between past and present using words such as before, after, now, and then.	SS 16-2 Understands Time
c) Order/sequence events and objects.	SS 16-2 Understands Time
d) Ask questions about artifacts from everyday life in the past.	SS 16-2 Understands Time
e) Recount episodes from stories about the past.	ATL 1-2 Develops Memory
f) Take on a role from a specific time, use symbols and props, and act out a story/narrative.	CCA 21-4 Participates in Dramatic Play
g) Describe past times based on stories, pictures, visits, songs, and music.	SS 16-2 Understands Time
Location	
a) Identify and describe prominent features of the classroom, school, neighborhood, and community.	SS 16-3 Explores Geography
b) Engage in play where one item represents another (miniature vehicles, people, and blocks).	CCA 21-4 Participates in Dramatic Play
c) Make and walk on paths between objects, e.g., from the door to the window.	CM 12-2 Develops Spatial Awareness
d) Represent objects in the order in which they occur in the environment.	CM 11-2 Understands Patterns
e) Experience seeing things from different elevations.	SS 16-3 Explores Geography
Descriptive Words	
a) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences.	LC 7-4 Expands Vocabulary
b) Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time.	CM 12-2 Develops Spatial Awareness
c) Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside).	CM 11-1 Learns Measurement and Quantities
d) Use attribute words (hard, soft, rough, and smooth).	CS 13-2 Classifies or Sorts Objects LC 7-4 Expands Vocabulary

e) Use labels and symbols for what the child has seen.	LKS 8-3 Develops Emergent Reading LKS 9-1 Develops Emergent Writing
World of Work	
a) Identify pictures of work and name the jobs people do.	SS 16-4 Learns about Community Roles and Jobs
b) Describe what people do in their community job.	SS 16-4 Learns about Community Roles and Jobs
c) Match tools to jobs.	SS 16-4 Learns about Community Roles and Jobs
d) Match job sites to work done.	SS 16-4 Learns about Community Roles and Jobs
e) Role play the jobs of workers.	CCA 21-4 Participates in Dramatic Play
Making Choices and Earning Money	
a) Identify choices.	ATL 1-5 Shows Initiative
b) Recognize that everyone has wants and needs.	SS 16-5 Learns about Government and Economics
c) Recognize that our basic needs include food, clothing, and shelter.	SS 16-5 Learns about Government and Economics
d) Choose daily tasks.	ATL 1-5 Shows Initiative
e) Role play purchasing situations where choices are made.	SS 16-5 Learns about Government and Economics
Citizenship	
a) Cooperate with others in a joint activity.	SED 6-3 Cooperates with Peers
b) Recognize the need for rules to help get along with others.	ATL 2-2 Shows Responsibility
c) Participate in creating rules for the classroom.	ATL 2-2 Shows Responsibility
d) State personal plans for learning center activities.	CS 14-3 Makes Plans
e) Participate in discussing and generating solutions to a class problem.	SED 6-3 Cooperates with Peers
f) Share thoughts and opinions in group settings.	SED 6-3 Cooperates with Peers
g) Demonstrate responsible behaviors in caring for classroom materials.	ATL 2-2 Shows Responsibility
h) Identify the needs of other people by helping them.	SED 6-1 Builds Empathy

Standards for Health and Physical Development	
Locomotor Skills	
a) Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping.	PMP 17-5 Develops Large Motor Coordination Skills
b) Perform these locomotor skills in response to teacher-led creative dance.	CCA 21-3 Explores Movement and Dance
Non-locomotor Skills	

a) Maintain a stable static position while practicing specific balances on different bases of support, e.g., standing on toes or standing on one foot.	PMP 17-2 Develops Lower Body Strength
b) Maintain balance while performing a controlled spin.	PMP 17-1 Develops Perception & Balance
c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.	PMP 17-1 Develops Perception & Balance
d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.	PMP 17-1 Develops Perception & Balance
e) Perform crisscross pattern activities.	PMP 17-1 Develops Perception & Balance
Manipulative Skills	
a) Manipulate a variety of objects during structured and unstructured physical activity settings.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
c) Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements.	PMP 17-5 Develops Large Motor Coordination Skills
d) Coordinate eye-hand and eye-foot movements to perform a task.	PMP 17-4 Develops Gross Hand-Eye Coordination
Movement Principles and Concepts	
a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward, and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft).	PMP 17-1 Develops Perception & Balance
b) Identify fundamental movement patterns such as running and jumping.	PMP 17-1 Develops Perception & Balance
c) Begin and expand movement vocabulary.	LC 7-4 Expands Vocabulary
d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signals.	PMP 17-1 Develops Perception & Balance CCA 21-3 Explores Movement and Dance
Personal Fitness	

a) Participate in activities that allow the child to experience and recognize a rise in the heart rate and breathing rate.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
b) Participate in activities designed to strengthen major muscle groups.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
c) Participate in activities that enhance flexibility.	PMP 17-1 Develops Perception & Balance
Responsible Behaviors	
a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.	PMP 20-2 Learns Safety Rules
b) Share equipment and space, and take turns with help from the teacher.	ATL 2-2 Shows Responsibility
c) Work well with others	SED 6-3 Cooperates with Peers
d) Listen to and follow simple directions.	LC 7-1 Develops Receptive Communication
Physically Active Lifestyle	
a) Identify the activities that they like and dislike.	SED 4-1 Develops Awareness of Self
b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
c) Participate in activities geared toward different levels of proficiency.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times
d) Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active.	SS 16-3 Explores Geography
Nutrition	
a) Indicate awareness of hunger and fullness.	PMP 20-1 Learns about Nutrition
b) Identify foods and the food groups to which they belong, e.g., vegetables, fruits, dairy, meats, and grains.	PMP 20-1 Learns about Nutrition
c) Distinguish food and beverages on a continuum from more healthy to less healthy.	PMP 20-1 Learns about Nutrition
d) Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy.	PMP 20-1 Learns about Nutrition
Habits that Promote Health and Prevent Illness	
a) Demonstrate how to correctly wash hands.	PMP 19-2 Develops Self-Care Skills

b) Demonstrate covering the mouth or nose when coughing or sneezing.	PMP 19-2 Develops Self-Care Skills
c) Identify habits that keep us healthy.	PMP 19-2 Develops Self-Care Skills
d) Explain the importance of rest.	PMP 19-4 Develops Naptime Independence
e) Be able to communicate when one is not feeling well.	LC 7-2 Develops Expressive Communication
Information Access and Use	
a) Understand that health care providers can help them when they are not feeling well.	SS 16-4 Learns about Community Roles and Jobs
b) Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe.	SS 16-4 Learns about Community Roles and Jobs
c) Be able to differentiate between safe and unsafe situations.	PMP 20-2 Learns Safety Rules
d) Begin to share feelings and express how they feel.	SED 3-1 Expresses Emotion
Community Health and Safety	
a) Follow safety rules on the playground with adult assistance and reminders.	PMP 20-2 Learns Safety Rules
b) Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lockdown drills.	PMP 20-2 Learns Safety Rules
c) Demonstrate pedestrian safety and vehicle awareness.	PMP 20-2 Learns Safety Rules
d) Understand bicycle/tricycle safety and the importance of wearing a helmet.	PMP 20-2 Learns Safety Rules
e) Know how to make an emergency phone call.	PMP 20-2 Learns Safety Rules
f) Act safely around pools, ponds, and other water, e.g., oceans, rivers, creeks, ditches, and swamps.	PMP 20-2 Learns Safety Rules

Standards for Personal and Social Development	
Self-Concept	
a) Demonstrate knowledge of personal information including first and last name, gender, age, birthday, parents' names, teacher's name, school name, town or city where they live, and street name.	SED 4-1 Develops Awareness of Self
b) Begin to recognize and express own emotions using words rather than actions.	SED 3-1 Expresses Emotion

c) Recognize self as a unique individual and respect differences of others.	SED 4-1 Develops Awareness of Self
d) Develop personal preferences regarding activities and materials.	SED 4-1 Develops Awareness of Self
e) Demonstrate self-direction in use of materials.	ATL 1-5 Shows Initiative
f) Develop increasing independence in school activities throughout the day.	ATL 1-5 Shows Initiative
Self-Regulation	
a) Contribute ideas for classroom rules and routines	ATL 1-6 Thinks with Creativity & Flexibility
b) Follow rules and routines within the learning environment.	ATL 2-2 Shows Responsibility
c) Use classroom materials purposefully and respectfully.	ATL 2-2 Shows Responsibility
d) Manage transitions and adapt to changes in routine	ATL 2-1 Understands Routines
e) Develop positive responses to challenges.	SED 3-2 Manages Feelings & Demonstrates Self-Control
Approaches to Learning	
a) Show interest and curiosity in learning new concepts and trying new activities and experiences.	ATL 1-4 Is Curious
b) Demonstrate ability to learn from experiences by applying prior knowledge to new situations.	ATL 1-6 Thinks with Creativity & Flexibility
c) Increase attention to a task or activity over time.	ATL 1-1 Is Attentive
d) Seek and accept help when needed.	SED 5-2 Learns from Adults
e) Attempt to complete a task in more than one way before asking for help.	ATL 1-3 Is Persistent
Interaction with Others	
a) Initiate and sustain interactions with other children.	SED 6-2 Bonds with Peers
b) Demonstrate verbal strategies for making a new friend.	SED 6-2 Bonds with Peers
c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.	SED 6-3 Cooperates with Peers
d) Participate successfully in group settings.	SED 6-3 Cooperates with Peers
e) Demonstrate respectful and polite vocabulary.	SED 6-3 Cooperates with Peers
f) Begin to recognize and respond to the needs, rights, and emotions of others.	SED 6-1 Builds Empathy
Social Problem Solving	

a) Express feelings through appropriate gestures, actions, and words.	SED 3-1 Expresses Emotion
b) Recognize conflicts and seek possible solutions.	SED 6-3 Cooperates with Peers
c) Allow others to take turns.	SED 3-2 Manages Feelings & Demonstrates Self-Control
d) Increase the ability to share materials and toys with others over time.	SED 6-3 Cooperates with Peers
e) Include others in play activities.	SED 6-2 Bonds with Peers

Standards for Music	
Music Theory/Literacy	
a) Understand the vocabulary of music.	CCA 21-2 Explores Music
b) Understand that written music represents sounds by using notes.	CCA 21-2 Explores Music
c) Understand that composers write music, musicians sing or play instruments, and dancers utilize music elements in expressing dance.	CCA 21-2 Explores Music
d) Identify common musical instruments.	CCA 21-2 Explores Music
Performance	
a) Demonstrate the difference between singing and speaking.	CCA 21-2 Explores Music
b) Develop the understanding that the child's body and voice are musical instruments.	CCA 21-2 Explores Music
c) Participate in opportunities to use singing voice and musical instruments.	CCA 21-2 Explores Music
d) Practice good manners when participating in musical performance.	CCA 21-2 Explores Music
e) Repeat simple musical patterns using voice, body, and instruments.	CCA 21-2 Explores Music
Music History and Cultural Context	
a) Understand that music comes from many different places in the world.	
b) Understand that music sounds differently depending on who created it and when it was written.	CCA 21-2 Explores Music
c) Develop an appreciation for different types of music.	CCA 21-2 Explores Music
Analysis, Evaluation, and Critique	
a) The child will talk about and compare musical patterns and sounds.	CCA 21-2 Explores Music
b) The child will recognize differences and similarities among music styles.	CCA 21-2 Explores Music

c) The child will explore the creation and purpose of music in personal and social life.	CCA 21-2 Explores Music
d) The child will participate in music activities that involve sharing, taking turns, and cooperation.	CCA 21-2 Explores Music
e) The child will identify types of music he/she prefers.	CCA 21-2 Explores Music
Aesthetics	
a) Use the body and motion to express a response to a musical selection.	CCA 21-3 Explores Movement and Dance
b) Express a response to a musical selection by using available visual arts supplies.	CCA 21-1 Explores Art Media
c) Use words to describe how a musical selection makes the child feel.	CCA 21-2 Explores Music LC 7-2 Develops Expressive Communication

Standards for the Visual Arts	
Visual Communication and Production	
a) Understand that artists create visual arts using many different tools.	CCA 21-1 Explores Art Media
b) Understand that the visual arts take many forms.	CCA 21-1 Explores Art Media
c) Use a variety of materials, textures, and tools for producing visual art.	CCA 21-1 Explores Art Media
d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art.	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills
Art History and Cultural Context	
a) Understand that all cultures have art that reflects their experiences and identity.	SS 16-1 Explores Cultures
b) Understand that works of art can be a historical record of a certain time period in history.	SS 16-1 Explores Cultures
c) Develop an appreciation for the various forms of visual arts.	CCA 21-1 Explores Art Media
Analysis, Evaluation, and Critique	
a) Use the body to express a response to a work of art.	CCA 21-1 Explores Art Media
b) Understand that each person responds to and creates works of art in unique ways.	CCA 21-1 Explores Art Media
c) Use available art supplies to express an individual response to an art form.	CCA 21-1 Explores Art Media
d) Use words to describe a response or reaction to a visual arts selection.	CCA 21-1 Explores Art Media

e) The child will identify types of works of art that he/she prefers.	CCA 21-1 Explores Art Media
Aesthetics	
a) Understand that the visual arts express feelings, experiences, and cultures.	CCA 21-1 Explores Art Media
b) Talk about different kinds of art and recognize the idea, theme, or purpose.	CCA 21-1 Explores Art Media
c) Create specific works of art based on a common theme, concept, or emotion.	CCA 21-1 Explores Art Media
d) Collect, compare, and use natural objects and objects made by people.	CCA 21-1 Explores Art Media
e) Understand the purpose of an art museum.	CCA 21-1 Explores Art Media

DISCLAIMER:

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