



Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
Maryland Common Core State Curriculum Framework

This document aligns the content in the *Maryland Common Core State Curriculum Framework* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD[®] objectives for development & learning: Birth through kindergarten*. Bethesda, MD: Teaching Strategies, LLC.

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English Language Arts/Literacy	
RL. Literature	
Key Ideas and Details	
1. With modeling and prompting, answer questions about details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
2. With modeling and support, retell familiar stories/poems.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
3. With modeling and support, identify characters, settings and major events in a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Craft and Structure	
4. With modeling and support, answer questions about unknown words in stories and poems.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
5. Gain exposure to common types of literary texts (e.g., storybooks, poems).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 7 emerging to 8. Uses various types of books for their intended purposes
6. With modeling and support, identify the role of author and illustrator.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
7. With modeling and support, tell how the illustrations support the story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

<p>9. With modeling and support, compare adventures and experiences of characters in familiar stories.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>RI. Informational Text</p>	
<p>Key Ideas and Details</p>	
<p>1. With modeling and support, answer questions about details in an informational text.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
<p>2. With modeling and support, recall one or more detail(s) related to the main topic from an informational text.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>3. With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p>Craft and Structure</p>	
<p>4. With modeling and support, answer questions about unknown words in a text.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
<p>5. With modeling and support identify the front cover, and back cover of a book.</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>

<p>6. With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. With modeling and support, tell how the illustrations/photographs support the text.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p>8. With modeling and support identify the reasons an author gives to support points in a text.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p>9. With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>RF. Foundational Skills</p>	
<p>Print Concepts</p>	
<p>1. Demonstrate understanding of basic features of print.</p>	
<p>a. Demonstrate an awareness that words are read from left to right, top to bottom and page by page.</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow</p>
<p>b. Recognize that spoken words can be written and read.</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p>

<p>c. Understand that words are separated by spaces in print.</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>d. Recognize and name some upper and lowercase letters of the alphabet.</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order</p>
<p>Phonological Awareness</p>	
<p>2. Demonstrate understanding of spoken words and sounds (phonemes).</p>	
<p>a. Recognize rhyming words in spoken language.</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p>
<p>b. Identify and isolate individual words in a spoken sentence.</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 2. Hears and shows awareness of separate words in sentences</p>
<p>c. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words</p>
<p>d. Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime</p>
<p>e. Orally blend and segment individual phonemes in two-to-three phoneme words.</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words</p>

Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Recognize that words are made up of letters and their sounds.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
b. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 4. Produces the correct sounds for 10-20 letters
c. Recognize name in print as well as some environmental print (symbols/words).	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
Fluency	
4. Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

W. Writing	
Text Types and Purposes	
<p>1. With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling</p>
<p>2. Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling</p>
<p>3. With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p>	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details</p> <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling</p>

Production and Distribution of Writing	
5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks 11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility
6. With prompting and support from adults, explore a variety of digital tools to express ideas.	28. Uses tools and other technology to perform tasks
Research to Build and Present Knowledge	
7. Participate in shared research and shared writing projects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
8. With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
SL. Speaking and Listening	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about <i>pre-kindergarten</i> topics and texts with peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
b. During scaffolded conversations, continue a conversation through multiple exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 7 emerging to 8. Engages in complex, lengthy conversations (five or more exchanges)

<p>2. Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures</p>
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Describe familiar people, places, things, and events with modeling and support.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view</p>
<p>5. Add drawings or visual displays to descriptions as desired to provide additional detail.</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, and dramatizations to represent ideas</p>
<p>6. With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p>

L. Language	
Conventions of Standard English	
1. Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).	
a. Print upper and lowercase letters in first name.	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name
b. Use frequently occurring nouns and verbs	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
c. Develop understanding of singular and plural nouns (e.g., <i>dog</i> means one dog; <i>dogs</i> means more than one dog).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules
d. Understand and begin to use question words (e.g., interrogatives such as <i>who, what, where, when, why, how</i>).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
e. Gain exposure to the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	8. Listens to and understands increasingly complex language 8a. Comprehends 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 3 emerging to 4. Follows simple directions related to proximity (beside, between, next to)
f. Produce complete sentences in shared language activities.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four-to six-word sentences

<p>2. Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.</p>	
<p>a. Recognize that their name begins with a capital letter.</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>b. Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>c. Use letter-like shapes, symbols, letters, and words to convey meaning.</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>
<p>d. Develop fine motor skills necessary to control and sustain handwriting.</p>	<p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing skills 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
<p>Vocabulary Acquisition and Use</p>	
<p>4. Determine or clarify the meaning of unknown words and phrases based on <i>pre-kindergarten reading and content</i>.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 7 to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
<p>5. With modeling and support from adults, explore word relationships and nuances in word meanings.</p>	
<p>a. With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>
<p>b. With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>

<p>c. Identify real-life connections between words and their use (e.g., note objects in classroom that are <i>small</i>).</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>6. Use words and phrases acquired through conversation, being read to, and responding to text.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations</p>

Mathematics	
PK.CC. Counting and Cardinality	
Know number names and the count sequence.	
1. Count verbally to 10 by ones.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
2. Recognize the concept of just after or just before a given number in the counting sequence up to 10.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
3. Identify written numerals 0-10.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
Count to tell the number of objects.	
4. Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality.	
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
b. Recognize that the last number name said tells the number of objects counted.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

<p>c. Begin to recognize that each successive number name refers to a quantity that is one larger.</p>	<p>20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting 23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns</p>
<p>5. Represent a number (0-5, then to 10) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p>	<p>20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
<p>6. Recognize the number of objects in a set without counting (Subitizing). (Use 1-5 objects)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>Compare quantities.</p>	
<p>7. Explore relationships by comparing groups of objects up to 5 and then 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects).</p>	<p>20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many 20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects</p>

PK.OA. Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Explore addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to 5).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
2. Decompose quantity (less than or equal to 5) into pairs in more than one way (e.g., by using objects or drawings).	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
3. For any given quantity from 0 to 5, use objects or drawings to find the quantity that must be added to make 5.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
PK.NBT. Number and Operations in Base Ten	
Work with numbers 0 – 10 to gain foundations for place value.	
1. Investigate the relationship between ten ones and ten.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
PK.MD. Measurement and Data	
Describe and compare measurable attributes.	
1. Describe measurable attributes of objects, such as length or weight.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
2. Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth

Sort objects into categories and compare quantities.	
3. Sort objects into self-selected and given categories.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
4. Compare categories using words such as <i>more</i> or <i>same</i> .	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
PK.G. Geometry	
Identify and describe two-dimensional shapes (circles, triangles, rectangles; including a square which is a special rectangle).	
1. Match like (congruent and similar) shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 3 emerging to 4. Identifies a few basic shapes (circle, square, triangle)
2. Group the shapes by attributes	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Work with three-dimensional shapes to gain foundation for geometric thinking.	
3. Match and sort three-dimensional shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
4. Describe three-dimensional objects using attributes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
5. Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Science	
1.0 Skills and Processes	
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.	24. Uses scientific inquiry skills
b. Seek information through reading, observation, exploration, and investigations.	24. Uses scientific inquiry skills
c. Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data.	28. Uses tools and other technology to perform tasks
d. Explain that when a science investigation is done the way it was done before, we expect to get a very similar result.	24. Uses scientific inquiry skills
e. Participate in multiple experiences to verify that science investigations generally work the same way in different places.	24. Uses scientific inquiry skills
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).	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
g. Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many 22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

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.	24. Uses scientific inquiry skills
b. Develop reasonable explanations for observations made, investigations completed, and information gained by sharing ideas and listening to others' ideas.	24. Uses scientific inquiry skills
c. Explain why it is important to make some fresh observations when people give different descriptions of the same thing.	24. Uses scientific inquiry skills
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.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
b. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
c. Draw pictures that correctly portray at least some features of the thing being described and sequence events (seasons, seed growth).	24. Uses scientific inquiry skills
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.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
e. Recognize that everybody can do science and invent things and ideas.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivations 6. Shows eagerness to learn about a variety of topics and ideas

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.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
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.	28. Uses tools and other technology to perform tasks
c. Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
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).	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
e. Explain that sometimes it is not possible to make or do everything that is designed.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
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.	24. Uses scientific inquiry skills
b. Explain that something may not work if some of its parts are missing.	24. Uses scientific inquiry skills
c. Explain that when parts are put together, they can do things that they couldn't do by themselves.	24. Uses scientific inquiry skills
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.	24. Uses scientific inquiry skills
b. Realize that one way to describe something is to say how it is like something else.	24. Uses scientific inquiry skills

2.0 Earth/Space Science	
E. Interactions of Hydrosphere and Atmosphere	
2. Describe the weather using observations.	
a. Observe and describe the weather using senses.	27. Demonstrates knowledge of Earth's environment
b. Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.	27. Demonstrates knowledge of Earth's environment
3.0 Life Science	
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. Observe and collect data about how some animals are alike in the way they look and in the things they do.	25. Demonstrates knowledge of the characteristics of living things
b. Observe and collect data about how some plants are alike in the way they look and in the things they do.	25. Demonstrates knowledge of the characteristics of living things
c. Use oral language to compare pictures or models of several animals (or plants) that look alike and of several animals (or plants) that look different and respond to questions that are raised by those who observe the pictures.	25. Demonstrates knowledge of the characteristics of living things
d. Identify some of the things that all animals do, such as eat, move around and describe how their features (observable parts) help them do these things.	25. Demonstrates knowledge of the characteristics of 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.	25. Demonstrates knowledge of the characteristics of living things
b. Describe how offspring are very much, but not exactly, like their parents and like one another.	25. Demonstrates knowledge of the characteristics of living things
c. Arrange illustrations of humans and other animals in developmental sequence from infancy to adult.	25. Demonstrates knowledge of the characteristics of living things

4.0 Chemistry	
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).	26. Demonstrates knowledge of the physical properties of objects and other materials
b. Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).	26. Demonstrates knowledge of the physical properties of objects and other materials

Social Studies	
1.0 Political Science	
A. The Foundations and Function of Government	
1. Identify the importance of rules.	
a. Recognize why people have rules at home and at school	30. Shows basic understanding of people and how they live
b. Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 7 emerging to 8. Applies rules in new but similar situations
2. Identify symbols and practices associated with the United States of America	
a. Recognize symbols, such as the American flag	30. Shows basic understanding of people and how they live
b. Recognize that the Pledge of Allegiance is a practice that happens in school	30. Shows basic understanding of people and how they live
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 the observance of national holidays and celebrations	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 30. Shows basic understanding of people and how they live
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	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
b. Identify the roles of members of the school, such as principal, teacher, and nurse	30. Shows basic understanding of people and how they live
c. Identify and discuss rights, responsibilities and choices in the classroom and family	30. Shows basic understanding of people and how they live

2.0 Peoples of the Nations and World	
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 commonalties, such as recreation, stories, and music	30. Shows basic understanding of people and how they live
b. Use personal experiences, stories, and electronic media to demonstrate understanding that all people need food, clothing, and shelter	30. Shows basic understanding of people and how they live
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	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
3.0 Geography	
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	32. Demonstrates simple geographic knowledge
b. Recognize that a globe is a model of Earth	32. Demonstrates simple geographic knowledge
c. Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

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	32. Demonstrates simple geographic knowledge
b. Discuss that places have human-made features, such as streets, buildings, and parks	32. Demonstrates simple geographic knowledge
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	30. Shows basic understanding of people and how they live
b. Identify ways in which people travel to various places in the community, such as bus, car, and bicycle	30. Shows basic understanding of people and how they live
D. Modifying and Adapting to the Environment	
1. Describe how people adapt to their immediate environment	
a. Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather	27. Demonstrates knowledge of Earth's environment
4.0 Economics	
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	30. Shows basic understanding of people and how they live
b. Demonstrate the ability to make a choice	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

2. Identify that materials/resources are used to make products	
a. Recognize that workers do jobs in the home and school	30. Shows basic understanding of people and how they live
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	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
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	28. Uses tools and other technology to perform tasks
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	30. Shows basic understanding of people and how they live
2. Identify how goods are acquired	
a. Identify that coins and bills are money	30. Shows basic understanding of people and how they live
b. Identify that money is used to buy goods	30. Shows basic understanding of people and how they live
5.0 History	
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	31. Explores change related to familiar people or places

Fine Arts	
Dance	
1.0 Perceiving, Performing, and Responding: 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	35. Explores dance and movement concepts
b. Combine selected characteristics of the elements of dance, such as body parts and positions, shapes, levels, energy, fast and slow, and use sensory stimuli to create movement	35. Explores dance and movement concepts
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement	
a. Explore locomotor and nonlocomotor movements using kinesthetic awareness	35. Explores dance and movement concepts
b. Respond to feedback related to timing while executing locomotor and non-locomotor movements	35. Explores dance and movement concepts
c. Perform and name selected dance movements	35. Explores dance and movement concepts
d. Reproduce movement demonstrated by the teacher	35. Explores dance and movement concepts
3. Respond to dance through observation, experience, and analysis	
a. Apply the language of dance to observed movement	35. Explores dance and movement concepts
b. Explore the uses of dance movements	35. Explores dance and movement concepts
2.0 Historical, Cultural, and Social Context	
1. Demonstrate knowledge of dances from a variety of cultures	
a. View dances from other cultures	35. Explores dance and movement concepts
b. Perform selected traditional dances from various cultures	35. Explores dance and movement concepts

2. Relate dance to history, society, and personal experience	
a. View and discuss selected contemporary and historical dance styles from other times and places and label them as old or new	35. Explores dance and movement concepts
b. Create movements that express specific moods	35. Explores dance and movement concepts
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	35. Explores dance and movement concepts
3.0 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	35. Explores dance and movement concepts
b. Use improvisation to link two or more locomotor or nonlocomotor movements	35. Explores dance and movement concepts
c. Communicate ideas from stories, poems, or songs, using improvisation	35. Explores dance and movement concepts
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	35. Explores dance and movement concepts
b. Demonstrate movement effects using repetition	35. Explores dance and movement concepts
c. Use dance movement to tell stories	35. Explores dance and movement concepts
3. Develop knowledge and execution of performance competencies in dance	
a. Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit, affect dance presentation	35. Explores dance and movement concepts
b. Complete simple dances from beginning to end, following cues or models	35. Explores dance and movement concepts

4.0 Aesthetics and Criticism	
1. Identify and apply criteria to evaluate choreography and performance	
a. Recognize and describe locomotor and non-locomotor movements in dance performances	35. Explores dance and movement concepts
b. Recognize selected characteristics of the elements of dance, such as body parts and positions, shapes and levels, and tempo, in performances	35. Explores dance and movement concepts
c. Demonstrate audience behaviors that are respectful of the performers	35. Explores dance and movement concepts

Music	
1.0 Perceiving, Performing, and Responding: Aesthetic Education	
1. Develop awareness of the characteristics of musical sounds and silence, 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	34. Explores musical concepts and expression
b. Respond to repeated patterns heard in music	34. Explores musical concepts and expression
c. Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low	34. Explores musical concepts and expression
d. Explore sounds in selected environments such as classroom, playground, field trip, cafeteria	34. Explores musical concepts and expression
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	34. Explores musical concepts and expression
b. Listen to examples of adult male voices, adult female voices, and children’s voices	34. Explores musical concepts and expression
c. Wait and listen before imitating rhythmic and melodic patterns	34. Explores musical concepts and expression
d. Explore steady beat through singing, speaking, and playing classroom instruments	34. Explores musical concepts and expression
3. Respond to music through movement	
a. Express music through movement, developing the concept of personal space (“bubble space”)	34. Explores musical concepts and expression
b. Respond to steady beat through locomotor and nonlocomotor	34. Explores musical concepts and expression
c. Listen for simple directions or verbal cues in singing games	34. Explores musical concepts and expression
d. Explore a variety of locomotor and non-locomotor	34. Explores musical concepts and expression

2.0 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	34. Explores musical concepts and expression
b. Sing songs representative of different activities, holidays, and seasons in a variety of world cultures	34. Explores musical concepts and expression
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	34. Explores musical concepts and expression
3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines	
a. Explore creative expression through music as it relates to dance, creative dramatics, and the visual arts	34. Explores musical concepts and expression
b. Participate in music activities that emphasize alphabet recognition, spatial relationships, and counting	34. Explores musical concepts and expression
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	34. Explores musical concepts and expression

3.0 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	34. Explores musical concepts and expression
b. Use the voice to improvise animal and environmental sounds	34. Explores musical concepts and expression
2. Investigate composing music through experimentation with sound and the tools of composition	
a. Explore the use of pictorial representations for sound	34. Explores musical concepts and expression
b. Use body percussion to create sound patterns	34. Explores musical concepts and expression
4.0 Aesthetics and Criticism	
1. Express preferences about selected musical compositions	
a. Verbalize or use visual representation for at least one reason for musical preference	34. Explores musical concepts and expression

Theatre	
1.0 Perceiving and Responding: Aesthetic Education	
1. Describe ways that theatre depicts themes and stories	
a. Listen to and perform nursery rhymes and finger plays, popular children's books, and other media	36. Explores drama through actions and language
b. Explore themes and ideas about people and events through improvisational play	36. Explores drama through actions and language
c. Explore roles and behaviors associated with family and community	36. Explores drama through actions and language
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	36. Explores drama through actions and language
2.0 Historical, Cultural, and Social Context	
1. Express a range of responses to a variety of stimuli	
a. Listen to and imitate sounds in the environment	36. Explores drama through actions and language
b. Sing and move to a variety of children's songs from a variety of cultures	36. Explores drama through actions and language
2. Demonstrate knowledge of theatrical conventions as performers and as an audience	
a. Listen to and retell familiar stories	36. Explores drama through actions and language
b. Create accompaniment to stories using natural and human made sounds	36. Explores drama through actions and language
3.0 Creative Expression and Production	
1. Use a variety of theatrical elements to communicate ideas and feelings	
a. Pantomime characters from books or rhymes	36. Explores drama through actions and language
b. Use sound effects, costumes, and properties to enhance dramatic activities	36. Explores drama through actions and language
c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements	36. Explores drama through actions and language
d. Improvise roles and behaviors associated with a variety of domestic animals and wildlife	36. Explores drama through actions and language

2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	
a. Recognize that a play has	36. Explores drama through actions and language
b. Observe and identify what	36. Explores drama through actions and language
c. Imitate the actions of observed characters and objects	36. Explores drama through actions and language
4.0 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	36. Explores drama through actions and language
b. Identify favorite television shows and movies	36. Explores drama through actions and language
2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre	
a. Identify and discuss characters in stories	36. Explores drama through actions and language

Visual Arts	
1.0 Perceiving and Responding: Aesthetic Education	
1. Identify, describe, and interpret observed form	
a. Identify colors, lines, and shapes found in the environment	33. Explores visual arts
b. Use colors, lines, and shapes to communicate ideas about the observed world	33. Explores visual arts
2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	
a. Identify the subject matter of various works of art	33. Explores visual arts
b. Use color, line, and shape to represent ideas visually from observation, memory, and imagination	33. Explores visual arts
3. Experiment with the elements of art and principles of design to develop personally meaningful compositions	
a. Explore and discuss how color, line, and shape are used in artworks	33. Explores visual arts
b. Use color, line, and shape to make artworks	33. Explores visual arts
2.0 Historical, Cultural, and Social Context	
1. Determine ways in which works of art express ideas about self, other people, places, and events	
a. Observe works of art and identify ideas expressed by the artists	33. Explores visual arts
b. Use selected works of art as inspiration to express ideas visually and verbally	33. Explores visual arts
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	33. Explores visual arts
b. Describe and share personal artworks	33. Explores visual arts
3. Differentiate among works by artists representative of different cultures	
a. Discuss the subject matter of selected artworks from different cultures	33. Explores visual arts

4. Describe 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	33. Explores visual arts
b. Explore and use a variety of visual arts processes to express ideas	33. Explores visual arts
3.0 Creative Expression and Production	
1. Create images and forms from observation, memory, imagination, and feelings	
a. Explore art media, processes, and techniques	33. Explores visual arts
b. Manipulate art media, materials and tools safely	33. Explores visual arts
c. Create artworks that explore the uses of color, line, and shape, to express ideas and feelings	33. Explores visual arts
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel	
a. Explore ways images communicate ideas and feelings	33. Explores visual arts
b. Identify color, line, and shape in artworks	33. Explores visual arts
4.0 Aesthetics and Criticism	
1. Develop and apply criteria to analyze personally created artworks and the artworks of others	
a. Observe and respond to selected artworks	33. Explores visual arts

Health	
5.0 Safety and Injury Prevention	
A. Emergencies	
1. Recognize how to respond appropriately to emergency situations.	
a. Identify how to respond to emergency situations such as tell an adult and call 911.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
6.0 Nutrition and Fitness	
A. Responses to Food	
1. Identify the relationship	
a. Recognize that foods have different tastes, such as sweet, sour, bitter, and salty.	29. Demonstrates knowledge about self
E. Food and Health	
1. Recognize the relationship between food and health	
a. Tell why the body needs food.	29. Demonstrates knowledge about self

Physical Education	
I. Skillfulness	
A. Fundamental Movement	
1. Show fundamental movement skills.	
a. Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
b. Use general spatial awareness and self-space awareness in physical activity.	35. Explores dance and movement concepts
c. Demonstrate non-locomotor skills of bending and stretching.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
B. Creative Movement	
1. Show creative movement.	
a. Identify different body parts and demonstrate a variety of ways they can move.	29. Demonstrates knowledge about self 35. Explores dance and movement concepts
b. Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns.	35. Explores dance and movement concepts
C. Skill Themes	
1. Show skill themes.	
a. Demonstrate rolling a ball at an object.	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
b. Demonstrate throwing a ball.	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
c. Demonstrate striking a lightweight object with different body parts.	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion

II. Biochemical Principles	
A. Effects on Objects	
1. Identify ways that people and objects move.	
a. Show how a body moves fast and slow.	35. Explores dance and movement concepts
b. Show how to move a body forward, backward, and sideways in open space.	35. Explores dance and movement concepts
B. Balance	
1. Identify balance through movement.	
a. Show the ability to balance on one or more body parts.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
III. Motor Learning Principles	
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.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
B. Corrective Feedback	
1. Identify the importance of corrective feedback on performance.	
a. Use verbal and visual cues to improve skill performance.	35. Explores dance and movement concepts
IV. Exercise Physiology	
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.	29. Demonstrates knowledge about self

C. Components of Fitness	
1. Identify the components of fitness.	
a. List and demonstrate activities that promote fitness for a healthy lifestyle.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
D. Benefits of Physical Activity	
1. Recognize the benefits of physical activity.	
a. Specify the physical benefits of exercise.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self
E. Nutrition and Physical	
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.	29. Demonstrates knowledge about self
F. Exercise Adherence	
1. Recognize the factors influencing daily physical activity.	
a. Identify and perform physical activities that are fun, enjoyable, and promote fitness.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

V. Physical Activity	
A. Aerobic Fitness	
1. Identify and show individual aerobic capacity/cardio respiratory fitness.	
a. Demonstrate activities that improve aerobic capacity/cardio respiratory fitness.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self
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.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self
C. Flexibility	
1. Identify and show activities for flexibility.	
a. Demonstrate activities that improve flexibility through play.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self

VI. Social Psychological Principles	
A. Safety in Physical Activity	
1. Demonstrate safety in physical activity settings.	
a. Use personal and general space safely in a physical activity setting to avoid injury.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 35. Explores dance and movement concepts
C. Cooperation and Responsibility	
1. Identify relationships 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.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children