



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 Model for School Readiness- Prekindergarten***

This document aligns the content in the *Maryland Model for School Readiness (MMSR) Framework and Standards for Prekindergarten* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

- Maryland State Department of Education. (2009). *Maryland model for school readiness (MMSR) framework and standards for prekindergarten*. Baltimore, MD: Author. Retrieved April 29, 2013 from <http://www.mdk12.org/instruction/ensure/MMSR/MMSRpkFrameworkAndStandards.pdf>
- 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.

Personal and Social Development	
Prekindergarten	
1.0. Students will demonstrate effective personal functioning in group settings and as individuals.	
A. Self Concept and Control	
1. Demonstrate healthy confidence	
a. Attempt new play and learning experiences independently	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
b. Know resources are available in the classroom and how to use them	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
2. Uses coping skills with help from others	
a. Relate needs, wants, and feelings to others	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
b. Persevere with activities when feeling frustrated	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
3. Show self-direction in familiar settings	
a. Make choices with help and pursues tasks with intention	11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks
b. Care for own belongings with occasional reminders	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs

4. Follow simple classroom rules and routines with guidance	
a. Generate and follow classroom rules	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
b. Plan routine activities in the classroom with guidance	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
5. Use classroom materials appropriately	
a. Play with and use materials with appropriate intention and purpose	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
b. Put away classroom materials after use with occasional reminders	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
2.0. Students will demonstrate effective social functioning in group settings and as individuals.	
A. Interactions with Others	
1. Initiate and maintain relationships with peers and adults	
a. Initiate conversation with peers and adults	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
b. Take turns when working in groups with guidance	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
c. Share materials and equipment with guidance	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

d. Seek adult help when solving interaction conflicts	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
2. Participate cooperatively in group activities	
a. Listen to directions from peers and responds to simple tasks	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
b. Understand rules of group activities with guidance	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
c. Speak of individual contributions and group accomplishments	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
3. Show empathy and concern for peers and adults	
a. Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
b. Care with guidance for peers who are in distress	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately
3.0. Students will demonstrate active interest in learning and apply learning and study skills to new tasks.	
A. Approaches Toward Learning	
1. Show eagerness and curiosity as a learner	
a. Demonstrate interest and curiosity in learning new things with guidance	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

b. Ask some questions about new things and experiences	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
c. Speak about new learning experiences	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
2. Attend to learning tasks with guidance	
a. Manage transitions from one activity to the next with guidance	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
b. Listen to simple directions specific to the tasks	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
c. Complete short-term tasks	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
3. Use some learning strategies when approaching new tasks	
a. Plan and carry out familiar tasks with guidance	11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks
b. Ask questions to seek ideas for new tasks	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
c. Relate relevant previous experiences to new task	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

4. Accepts responsibility for learning	
a. Put away materials after completing activity or task	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
b. Participate in classroom activities	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
c. Recognize mistakes and asks for help	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Language and Literacy	
Prekindergarten	
1.0. Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.	
A. Phonemic Awareness	
1. Discriminate sounds and words	
a. Tell whether sounds are same or different	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
b. Recognize that letters represent 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
c. Identify and repeat initial sounds in words	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
d. Classify words by initial sounds	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way

2. Discriminate and produce rhyming words and alliteration	
a. Repeat rhyming words	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
b. Repeat phrases and sentences with alliteration	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word
c. Discriminate rhyming words from non-rhyming words	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme
3. Blend sounds and syllables to form words	
a. Orally blend syllables into a whole word, such as fun-ny = funny	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
4. Segment sounds in spoken words and sentences	
a. Clap words in a sentence	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
b. Identify the initial sound in a word	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word
B. Phonics	
1. Recognize that letters have corresponding sounds	
a. Recognize similarities and differences in letter shapes	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. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 5 emerging to 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order

2. Decode words in grade-level texts	
a. Identify and name some upper and lower case letters in words, especially those in the student's own name	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
C. Fluency	
1. Engage in imitative reading at an appropriate rate	
a. Listen to models of fluent reading	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
b. Recite nursery rhymes, poems, and finger plays with expression	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
c. Develop beginning sight vocabulary of familiar words, such as first name, color words	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 7 emerging to 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to a variety of texts on a daily basis	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

c. Ask questions about unknown objects and words related to topics discussed	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
d. Listen to and identify the meaning of content-specific vocabulary	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
e. Identify some signs, labels, and environmental print	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
f. Collect and play with favorite words	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 2. Hears and shows awareness of separate words in sentences
2. Develop a conceptual understanding of new words	
a. Use words to describe size, color, and shape	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
b. Name common objects shown in pictures	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
3. Understand, acquire, and use new vocabulary	
a. Use illustrations to find meaning of unknown words	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
b. Use newly learned vocabulary on multiple occasions to reinforce meaning	12. Remembers and connects experiences 12a. Recognizes and recalls 7 emerging to 8. Uses a few deliberate strategies to remember information

E. General Reading Comprehension	
1. Demonstrate an understanding of concepts of print to determine how print is organized and read	
a. Understand that speech can be written and read	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
b. Understand that print conveys meaning	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
c. Demonstrate the proper use of a book	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
d. Identify the title of a book	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
e. Demonstrate that text is read from left to right and top to bottom	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
f. Identify pictures, shapes, letters, and numerals	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
2. Use strategies to prepare for reading (before reading)	
a. Make connections to the text using illustrations/ photographs from prior knowledge	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
b. Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic	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

c. Help set a purpose for reading	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
3. Use strategies to make meaning from text (during reading)	
a. Use illustrations to construct meaning	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
b. Make and confirm predictions	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
c. Connect events, characters, and actions in stories to specific life experiences	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
4. Demonstrate understanding of text (after reading)	
a. Recall information from text	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
b. Respond orally to questions	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
c. Respond to text in a variety of ways	
Retell	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters

Dramatize	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>36. Explores drama through actions and language</p>
Draw	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>33. Explores the visual arts</p>
d. Review the purpose for reading	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>8. Uses various types of books for their intended purposes</p>
e. Retell a story as though reading a book	<p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <p>6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>
2.0. Students will read, comprehend, interpret, analyze, and evaluate informational text.	
A. Comprehension of Informational Text	
1. Develop comprehension skills by reading a variety of informational texts	<p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <p>6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p>
1. Develop comprehension skills by reading a variety of informational texts	
a. Listen to nonfiction materials	
Nonfiction trade books	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>

Magazines	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
Multimedia resources	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
b. Listen to and read functional documents by following simple oral or rebus directions	
Recipes	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
Rules	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
Signs	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
Labels	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
Center activities	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
Classroom schedules	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

c. Listen to and use personal interest materials, such as books and magazines	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
2. Recognize and use text features to facilitate understanding of informational texts	
a. Recognize print features	
Print size	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
b. Recognize graphic aids	
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
Drawings	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
Maps	32. Demonstrates simple geographic knowledge
Graphs	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Diagrams	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols

3. Develop knowledge of organizational structure of informational texts	
a. Recognize sequential order	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
4. Determine important ideas and messages in informational texts	
a. Retell important facts from a text	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
b. Identify how someone might use the text	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
5. Evaluate informational text	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
3.0. Students will read, comprehend, interpret, analyze, and evaluate literary text.	
A. Comprehension of Literary Text	
1. Develop comprehension skills by listening to a variety of self-selected and assigned literary texts	
a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities	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 30. Shows basic understanding of people and how they live

<p>b. Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales</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 30. Shows basic understanding of people and how they live</p>
<p>2. Use text features to facilitate understanding of literary texts</p>	
<p>a. Identify and explain how the title contributes to meaning</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>b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning</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>3. Use elements of narrative texts to facilitate understanding</p>	
<p>a. Identify the beginning and end of a story</p>	<p>18. Comprehends and responds to books and other texts 18c. Retells stories 5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters</p>
<p>b. Identify the characters of a story</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>4. Use elements of poetry to facilitate understanding</p>	
<p>a. Identify rhyme, rhythm, and repetition in poems read to them</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p>

5. Use elements of drama to facilitate understanding	
a. Recognize that a play has characters, dialogue, scenery, and tells a story	36. Explores drama through actions and language
6. Determine important ideas and messages in literary texts	
a. Retell the story by sequencing the main events	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
b. Identify a personal connection to the text	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
4.0. Students will compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.	
A. Writing	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers	
a. Recognize that writing conveys meaning	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
b. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
2. Compose oral and visual presentations that express personal ideas	
a. Write to express personal ideas using letter-like shapes, symbols, and letters	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms

b. Contribute to a shared writing experience or topic of interest	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
c. Use drawings, letters, or symbols to express personal ideas	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
4. Identify how language choices in writing and speaking affect thoughts and feelings	
a. Identify and use words to communicate feelings	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
b. Acquire and use new vocabulary	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
5.0. Students will control language by applying the conventions of standard English in speaking and writing.	
A. Grammar	
1. Use grammar concepts and skills that strengthen oral language	
a. Use complete sentences to respond to questions	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
B. Usage	
1. Comprehend and apply standard English usage in oral language	
a. Use sentences with subject/verb agreement	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
b. Use correct verb tense	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules

C. Mechanics	
1. Comprehend basic punctuation and capitalization in written language	
a. Recognize that names begin with a capital letter	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
b. Recognize that space is used to separate words	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
6.0. Students will demonstrate effective listening to learn, process, and analyze information.	
A. Listening	
1. Demonstrate active listening strategies	
a. Attend to the speaker	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
2. Comprehend and analyze what is heard	
a. Determine a speaker 's general purpose	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
b. Identify rhythms and patterns of language, including rhyme and repetition	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme

<p>c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge</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>d. Follow a set of two- or three-step directions</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences</p>
<p>e. Listen carefully to expand and enrich vocabulary</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>7.0. Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.</p>	
<p>A. Speaking</p>	
<p>1. Use organization and delivery strategies</p>	
<p>a. Speak clearly enough to be heard and understood in a variety of settings</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>
<p>2. Make oral presentations</p>	
<p>a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories</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>

b. Use props in situations, such as show- and-tell	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
Mathematics	
Prekindergarten	
1.0. Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.	
A. Patterns and Functions	
2. Identify, copy, and extend non-numeric patterns	
a. Match patterns kinesthetically such as: clap/snap/clap...	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
b. Recognize simple patterns	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
c. Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
d. Continue a simple pattern	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
e. Create a simple pattern of 2 different objects when given the rule	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
f. Identify patterns in real-world situations	23. Demonstrates knowledge of patterns 7 emerging to 8. Recognizes, creates, and explains more complex repeating and simple growing patterns
B. Expression, Equations, and Inequalities	
2. Identify inequalities	
a. Explore relationships by comparing groups of no more than 5 objects to determine more or less	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

2.0. Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.	
A. Plane Geometric Figures	
1. Recognize and use the attributes of plane geometric figures	
a. Sort objects by one attribute such as: shape, color, and size	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
b. Name the attributes of plane figures such as: shape, color, size	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
c. Match triangles, circles, and squares	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
d. Identify triangles, circles, and squares in the environment	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
B. Solid Geometric Figure	
1. Recognize and use the attributes of solid geometric figures	
a. Sort objects by one attribute such as: size, shape, weight, length	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
b. Find solid figures in the environment	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

E. Transformations	
1. Begin to recognize a transformation	
a. Tell position by using words such as: over, under, above, on, next to, below, beside, behind	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
b. Recognize a slide using concrete materials	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
3.0. Students will identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.	
A. Measurement Units	
1. Recognize and use measurement attributes	
a. Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder	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. Compare and describe objects according to a single attribute	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. Measurement Tools	
1. Measure in non-standard units	
a. Measure length of objects	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
b. Explore the capacity of containers	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

c. Explore the weight of objects	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
4.0. Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.	
A. Data Displays	
1. Explore and display data	
a. Explore data by answering a yes/no question	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols
b. Display data on real graphs	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
c. Display data on picture graphs	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
B. Data Analysis	
1. Analyze data	
a. Talk about data from real graphs to answer a question such as: Which category has the most?	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols

6.0. Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.	
A. Knowledge of number	
1. Apply knowledge of whole numbers	
a. Build concept of number	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
b. Show an understanding of quantity	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
c. Construct relationships based on quantity	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
d. Use classroom experiences to indicate same, more, or less	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
e. Count and discuss quantity	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
f. Use concrete materials to build sets 0 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
g. Match a numeral to a set 0 to 5	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects

h. Count to 10	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
i. Use ordinal words to indicate position such as: first, next, last	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
7.0. Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.	
A. Problem solving	
1. Apply a variety of concepts, processes, and skills to solve problems	
a. Identify the question in the problem	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
b. Decide if enough information is present to solve the problem	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
c. Make a plan to solve a problem	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
f. Identify alternative ways to solve a problem	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility

g. Show that a problem might have multiple solutions or no solution	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
h. Extend the solution of a problem to a new problem situation	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
B. Reasoning	
1. Justify ideas or solutions with mathematical concepts or proofs	
a. Use inductive or deductive reasoning	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
b. Make or test generalizations	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
c. Support or refute mathematical statements or solutions	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
d. Use methods of proofs, i.e., direct, indirect, paragraph, or contradiction	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
C. Communication	
1. Present mathematical ideas using words, symbols, visual displays, or technology	
a. Use multiple representations to express concepts or solutions	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols

b. Express mathematical ideas orally	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
c. Explain mathematical ideas in written form	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
d. Express solutions using concrete materials	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
e. Express solutions using pictorial, tabular, graphical, or algebraic methods	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
f. Explain solutions in written form	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
g. Ask questions about mathematical ideas or problems	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
h. Give or use feedback to revise mathematical thinking	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
D. Connections	
1. Relate or apply mathematics within the discipline, to other disciplines, and to life	
a. Identify mathematics within the discipline, to other disciplines, and to life	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

<p>b. Identify mathematical concepts in relationships to other disciplines</p>	<p>12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
<p>c. Identify mathematical concepts in relationship to life</p>	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>d. Use the relationship among mathematical concepts to learn other mathematical concepts</p>	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>

Science	
Prekindergarten	
1.0. Students will demonstrate the thinking and acting inherent in the practice of science.	
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	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
c. Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data	24. Uses scientific inquiry skills 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
g. Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
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	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
b. Develop reasonable explanations for observation 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	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
b. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion	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
c. Draw pictures that correctly portray at least some features of the thing being described and sequence of events (seasons, seed growth)	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

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 6. Initiates the sharing of materials in the classroom and outdoors
e. Recognize that everybody can do science and invent things and ideas	24. Uses scientific inquiry skills
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	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 8. Uses and makes simple sketches, models, or pictorial maps to locate objects
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	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
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)	26. Demonstrates knowledge of the physical properties of objects and materials
e. Explain that sometimes it is not possible to make or do everything that is designed	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols
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	26. Demonstrates knowledge of the physical properties of objects and materials
b. Explain that something may not work if some of its parts are missing	26. Demonstrates knowledge of the physical properties of objects and materials

c. Explain that when parts are put together, they can do things that they couldn't do by themselves	26. Demonstrates knowledge of the physical properties of objects and materials
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	26. Demonstrates knowledge of the physical properties of objects and materials
b. Realize that one way to describe something is to say how it is like something else	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
E. History of Science	
1. Recognize that everyone can do science and invent things.	
a. Investigate and explore science concepts.	24. Uses scientific inquiry skills
2.0. Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.	
E. Interactions of Hydrosphere and Atmosphere	
2. Describe the weather using observations.	
a. Observe and describe the weather using senses	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

<p>3.0. The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.</p>	
<p>A. Diversity of Life</p>	
<p>1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different.</p>	
<p>a. Gather information about how some animals are alike in the way they look and in the things they do.</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 25. Demonstrates knowledge of the characteristics of living things</p>
<p>b. Gather information about how some plants are alike in the way they look and the things they do.</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 25. Demonstrates knowledge of the characteristics of living things</p>
<p>c. Draw a picture of two animals that look alike (or plants) and of two animals (or plants) that look different and respond to questions that are raised by those who observe the pictures.</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 25. Demonstrates knowledge of the characteristics of living things</p>
<p>d. Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things.</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p>C. Genetics</p>	
<p>1. Observe, describe and compare different kinds of animals and their offspring.</p>	
<p>a. Recognize and describe the similarities and differences among familiar animals and their offspring</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p>b. Describe how offspring are very much, but not exactly, like their parents and like one another</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>

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. Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.	
A. Structure of Matter	
1. Use evidence from investigations to describe the observable properties of a variety of objects.	
a. Examine and describe a variety of familiar objects, in terms of the materials from which they are made (clay, cloth, paper, etc.).	26. Demonstrates knowledge of the physical properties of objects and materials
b. Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).	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
Social Studies	
Prekindergarten	
1.0. Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.	
A. The Foundation and Function of Government	
1. Identify the importance of rules	
a. Recognize why people have rules at home and at school.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
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 6. Manages classroom rules, routines, and transitions with occasional reminders

2. Identify symbols and practices associated with the United States of America	
a. Recognize symbols, such as the American Flag.	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. Recognize that the Pledge of Allegiance is a practice that happens in school.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
B. Individual and Group Participation in the Political System	
1. Recognize people important to the American political system	
a. Respond to informational text read aloud to develop an awareness of the contributions made by certain individuals that are remembered during observance of national holidays and celebrations.	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
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.	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

2.0. Students will understand how people in Maryland, the United States, and around the world are alike and different.	
A. Elements of Culture	
1. Identify themselves as individuals and members of families that have the same human needs as others	
a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music.	29. Demonstrates knowledge about self
b. Use personal experiences, stories, and electronic media to demonstrate understanding that all people need food, clothing, and shelter.	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
B. Cultural Diffusion	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
3.0. Students will use geographic concepts and processes to understand location and its relationship to human activities.	
A. Using Geographic Tools	
1. Recognize that a globe and maps are used to help people locate places	
a. Recognize that maps are models of places.	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.	32. Demonstrates simple geographic knowledge

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 the Environment	
1. Describe how people adapt to their immediate environment	
a. Identify way people adapt to the environment, such as wearing clothing that is appropriate to the weather.	25. Demonstrates knowledge of the characteristics of living things
4.0. Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.	
A. Scarcity and Economic Decision-making	
1. Recognize that people have to make choices because of unlimited economic wants	
a. Identify that goods are things that people make or grow.	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 6. Demonstrates confidence in meeting own needs

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.	30. Shows basic understanding of people and how they live
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. Students will use historical thinking skills to understand how individuals and events have changed society over time.	
A. Change Over Time	
1. Distinguish among past, present, and future time	
a. Describe the events of the day (things that have happened in the immediate past, in the present, and might happen in the future) using terms, such as morning/ afternoon, night/day.	31. Explores change related to familiar people or places

<p>6.0. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</p>	
<p>B. Learn to Write to Communicate Social Studies Understandings</p>	
<p>1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p>	
<p>a. Write to express social studies ideas using a variety of forms.</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings</p>
<p>C. Ask Social Studies Questions</p>	
<p>1. Identify a topic that requires further study</p>	
<p>a. Identify prior knowledge about the topic.</p>	<p>12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>b. Pose questions about the topic.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
<p>D. Acquire Social Studies Information</p>	
<p>1. Identify primary and secondary sources of information that relate to the topic/ situation/ problem being studied</p>	
<p>a. Gather and read appropriate print sources, such as trade books that relate to a topic.</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions</p>

Health Education	
Prekindergarten	
5.0: Student will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
A. Emergency	
1. Recognize how to respond appropriately to emergency situations	
a. Identify how to respond to an emergency situations such as tell and adult, and call 911	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
6.0: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.	
A. Responses to Food	
1. Students will identify the relationship between food and the senses	
a. Recognize that foods have different tastes such as, sweet, sour, bitter, and salty	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
E. Food and Health	
1. Recognize the relationship between food and health	
a. Tell why the body needs food	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

Physical Education	
Prekindergarten	
1.0. Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skill themes, and applying skills.	
A. Fundamental Movement	
1. Show fundamental movement skills	
a. Use general spatial awareness and self space awareness in physical activity	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
b. Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
c. Demonstrate non-locomotive skills of bending and stretching	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
B. Creative Movement	
1. Show creative movement skills	
a. Identify body parts and demonstrate in a variety of way how they can move	29. Demonstrates knowledge about self
b. Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control

C. Skill Themes	
1. Explore and experience skill themes	
c. Demonstrate striking a light weight object with different body parts	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
2.0. Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.	
A. Effects on Objects	
1. Identify ways that people and objects move	
a. Show how a body moves fast and slow	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
b. Show how to move a body forward, backward, and sideways in open space	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
B. Balance	
1. Identify balance through movement	
a. Show the ability to balance on one or more body parts	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
4.0. Students will demonstrate the ability to use scientific principals to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.	
A. Effects of Physical Activity on the Body	
1. Identify the effects of physical activity on the body systems	
a. Demonstrate how exercise affects the body. For example, the body sweats, the heart beats faster, and the lungs work harder	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control

C. Components of Fitness	
1. Identify the components of physical	
a. List and demonstrate activities that promote fitness for a healthy lifestyle	29. Demonstrates knowledge about self
D. Benefits of Physical Activity	
1. Recognize the benefits of physical activity.	
a. Specify the physical benefits of exercise	29. Demonstrates knowledge about self
E. Nutrition and Physical Activity	
1. Recognize the relationship between nutrition and physical activity	
a. Describe how food is fuel to the body as gas is fuel to a car	29. Demonstrates knowledge about self
F. Exercise Adherence	
1. Recognize that factors influencing daily physical activity	
a. Identify and perform physical activities that are fun, enjoyable, and promote fitness	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
5.0. students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.	
A. Aerobic Fitness	
1. Identify and show individual aerobic capacity/cardio respiratory fitness.	
a. Demonstrate activities that improve aerobic capacity/cardio respiratory fitness	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control

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	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
C. Flexibility	
1. Identify and show activities for flexibility	
a. Demonstrate activities that improve Flexibility through play	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
6.0. Student will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.	
A. Safety in Physical Activity	
1. Demonstrate safety in physical activity settings	
a. Use person and general space safely in a physical activity setting to avoid injury	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
C. Cooperation and Responsibility	
1. Identify and behavioral skills to develop a sense of community in physical activity settings	
a. Imitate socially acceptable behaviors of cooperation, respect and, responsibility to interact positively with others	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors

Arts: Music	
Prekindergarten	
1.0. Aesthetic Education- Students will demonstrate the ability to perceive, perform, and respond to music.	
A. Perceiving and Responding	
1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment	
a. Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines	34. Explores musical concepts and expression
b. Listen for repeated patterns 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, fieldtrip, and 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 body movement	34. Explores musical concepts and expression

<p>c. Listen for simple directions or verbal cues in singing games</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures</p> <p>34. Explores musical concepts and expression</p>
<p>d. Explore a variety of locomotor and non-locomotor movements to show meter</p>	<p>34. Explores musical concepts and expression</p>
<p>2.0. Students will demonstrate an understanding of music as an essential aspect of history and human experience.</p>	
<p>B. Historical, Cultural, and Social Context</p>	
<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p>	
<p>a. Explore music used in daily living</p>	<p>30. Shows basic understanding of people and how they live</p> <p>34. Explores musical concepts and expression</p>
<p>b. Sing songs representative of different activities, holidays, and seasons in a variety of world cultures</p>	<p>30. Shows basic understanding of people and how they live</p> <p>34. Explores musical concepts and expression</p>
<p>2. Become acquainted with the roles of music in the lives of people</p>	
<p>a. Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies</p>	<p>30. Shows basic understanding of people and how they live</p> <p>34. Explores musical concepts and expression</p>
<p>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</p>	
<p>a. Explore creative expression through music, dance, creative dramatics, and the visual arts</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>34. Explores musical concepts and expression</p>

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. Students will demonstrate the ability to organize musical ideas and sounds creatively.	
C. Creative Expression and Production	
1. Develop confidence in the ability to improvise music through experimentation with sound	
a. Experiment with sound patterns through exploration of classroom instruments	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 experiencing 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. Students will demonstrate the ability to make aesthetic judgments.	
D. Aesthetics and Criticism	
1. Express preferences about selected musical compositions	
a. Verbalize or use visual representation for at least one reason for musical experience	34. Explores musical concepts and expression

Arts: Visual Arts	
Prekindergarten	
1.0. Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.	
A. Aesthetic Education	
1. Identify, describe, and interpret observed form	33. Explores the visual arts
1. Identify, describe, and interpret observed form	
a. Identify colors, lines, and shapes found in the environment	33. Explores the visual arts
b. Use colors, lines, and shapes to communicate ideas about the observed world	33. Explores the visual arts
2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine	33. Explores the visual arts
2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine	
a. Identify the subject matter of various works of art	33. Explores the visual arts
b. Use color, line, and shape to represent ideas visually from observation, memory, and imagination	33. Explores the visual arts
3. Experiment with elements of art elements of design to organize personally meaningful compositions	33. Explores the visual arts
3. Experiment with elements of art elements of design to organize personally meaningful compositions	
a. Explore color, line, and shape in artworks	33. Explores the visual arts
b. Use color, line, and shape to make artworks	33. Explores the visual arts

2.0. Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.	
B. Historical, Cultural, and Social Context	
1. Determine ways in which works of art express ideas about oneself, other people, places, and events	
a. Observe works of art and identify ideas expressed by the artists	33. Explores the visual arts
b. Use selected works of art as inspiration to express ideas visually and verbally	33. Explores the 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 the visual arts
b. Describe and share personal artworks	33. Explores the visual arts
3. Differentiate among works by artists representative of different cultures	
a. Discuss the subject matter of selected artworks	33. Explores the visual arts
b. Categorize the subject matter of artworks as the same or different	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 33. Explores the visual arts
4. Describe the processes used to interpret and express ideas in the visual arts and other disciplines	
a. Identify the visual qualities of works of art and the environment	33. Explores the visual arts

b. Explain and use a variety of visual arts processes to express ideas	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 33. Explores the visual arts
3.0. Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.	
C. Creative Expression and Production	
1. Create images and forms from observation, memory, imagination, and feelings	
a. Explore art media, processes, and techniques	33. Explores the visual arts
b. Manipulate art media, materials and tools safely	33. Explores the visual arts
c. Create artworks that explore the uses of color, line, and shape, to express ideas	33. Explores the visual arts
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel	
a. Explore ways images communicate ideas	33. Explores the visual arts
b. Identify color, line, and shape in artworks	33. Explores the visual arts
4.0. Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.	
D. Criticism and Aesthetics	
1. Develop and apply criteria to evaluate personally created artworks and the artworks of others	
a. Observe and respond to selected artworks	33. Explores the visual arts

Arts: Theatre	
Prekindergarten	
1.0. The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.	
A. Aesthetics Education	
1. Describe ways that theatre depicts themes and stories	
a. Listen to and perform nursery rhymes, finger plays, and popular books and other media	36. Explores drama through actions and language
b. Explore themes and ideas about people and events through improvisational play	30. Shows basic understanding of people and how they live 36. Explores drama through actions and language
c. Explore roles and behaviors associated with family and community	30. Shows basic understanding of people and how they live 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. The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.	
B. Historical, Cultural, and Social Contexts	
1. Express a range of responses to a variety of stimuli	
a. Listen to and imitate sounds in the environment	36. Explores drama through actions and language

<p>b. Sing and move to a variety of traditional children’s songs from a variety of cultures</p>	<p>30. Shows basic understanding of people and how they live 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language</p>
<p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p>	
<p>a. Listen to and retell familiar stories and create accompaniment using natural and human-made sounds</p>	<p>18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters 36. Explores drama through actions and language</p>
<p>b. Create accompaniment to stories using natural and human made sounds</p>	<p>36. Explores drama through actions and language</p>
<p>3.0. Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.</p>	
<p>C. Creative Expression and Production</p>	
<p>1. Use a variety of theatrical elements to communicate ideas and feelings</p>	
<p>a. Pantomime characters from books or rhymes</p>	<p>36. Explores drama through actions and language</p>
<p>b. Use sound effects, costumes, and properties to enhance the quality of dramatic activities</p>	<p>36. Explores drama through actions and language</p>
<p>c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements</p>	<p>36. Explores drama through actions and language</p>

d. Improvise roles and behaviors associated with a variety of animals and professions	25. Demonstrates knowledge of the characteristics of living things 30. Shows basic understanding of people and how they live 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 characters, dialogue, setting(s), and tells a story	36. Explores drama through actions and language
b. Observe and identify what characters do in a variety of settings	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. Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.	
D. Aesthetics and Criticism	
1. Identify, describe, and apply criteria to assess individual and group theatre processes	
a. Observe and respond to theatrical experiences as participants and audience members	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 texts and other literature of the theatre	
a. Identify and discuss characters in stories	36. Explores drama through actions and language

Arts: Dance	
Prekindergarten	
1.0. Students will demonstrate the ability to perceive, perform, and respond to dance.	
A. Aesthetic Education	
1. Demonstrate knowledge of how elements of dance are used to communicate meaning	
a. Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings	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 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 non-locomotor movements using kinesthetic awareness	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences 35. Explores dance and movement concepts

b. Respond to prompts related to timing while executing locomotor and non-locomotor movements	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>35. Explores dance and movement concepts</p>
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. Students will demonstrate an understanding of dance as an essential aspect of history and human experience.	
B. Historical, Cultural, and Social Context	
1. Demonstrate knowledge of dances from a variety of cultures	
a. View dances from other cultures	<p>30. Shows basic understanding of people and how they live</p> <p>35. Explores dance and movement concepts</p>
b. Perform selected traditional dances from various cultures	<p>30. Shows basic understanding of people and how they live</p> <p>35. Explores dance and movement concepts</p>

2. Relate dance to history, society and personal experience	
a. View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new	31. Explores change related to familiar people or places 35. Explores dance and movement concepts
b. Create movements that express specific moods	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 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. Students will demonstrate the ability to create and perform dance.	
C. Creative Expression and Production	
1. Develop the ability to improvise dance	
a. Improvise movements to communicate ideas and concepts in response to a variety of stimuli	35. Explores dance and movement concepts
b. Use improvisation to link two or more locomotor or non-locomotor movements	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences 35. Explores dance and movement concepts

c. Communicate ideas from stories, poems, or songs using improvisation	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 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 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. Students will demonstrate the ability to make aesthetic judgments in dance.	
D. Aesthetic Criticism	
1. Identify and apply criteria to evaluate choreography and performance	
a. Recognize and describe locomotor and non-locomotor movements in dance performances	35. Explores dance and movement concepts
c. Demonstrate audience behaviors that are respectful of the performers	35. Explores dance and movement concepts