



Standards Alignment

Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds Alignment with FunShine Express® Curriculum Ages 3 - 5 Years

Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds	FunShine Early Learning and Development Continuum
Virginia Literacy Foundation Blocks	1: Language/Literacy
Oral Language	L1 Receptive Language (Listening), L2 Expressive Language (Speaking)
A. Listen with increasing attention to spoken language, conversations, and texts read aloud.	L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.
B. Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.	L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).
C. Make predictions about what might happen in a story.	L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).
D. Use complete sentences to ask and answer questions about experiences or about what has been read.	L2.3(4) Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.
E. Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.	L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
F. Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that	L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions

conversation is interactive.

and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

G. Listen attentively to stories in a whole class setting.

L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

H. Follow simple one- and two-step oral directions.

L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

Vocabulary

L2 Expressive Language (Speaking)

A. Use size, shape, color, and spatial words to describe people, places, and things.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

B. Listen with increasing understanding to conversations and directions.

L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

C. Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

D. Participate in a wide variety of active sensory experiences to build vocabulary.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

Phonological Awareness

L3 Foundational Reading

A. Identify words that rhyme and generate simple rhymes.

L3.3(4) Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

B. Identify words within spoken sentences. **L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

C. Begin to produce consonant letter sounds in isolation. **L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

D. Successfully detect beginning sounds in words. **L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

E. Begin to isolate or produce syllables within multisyllable words. **L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

Letter Knowledge and Early Word Recognition

L3 Foundational Reading

A. Identify and name uppercase and lowercase letters in random order. **L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

B. Identify the letter that represents a spoken sound. **L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

C. Provide the most common sound for the majority of letters. **L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

D. Begin to match uppercase and lowercase letters. **L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to

convey meaning; recognizes that different text forms are used for different purposes.

E. Read simple/familiar high-frequency words, including child's name.

L3.3(4) Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

F. Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

Print and Book Awareness

L3 Foundational Reading

A. Identify the front and back covers of a book.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

B. Identify the location of the title and title page of a book.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

C. Identify where reading begins on a page (first word).

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

D. Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of

reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

E. Distinguish print from pictures.

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

F. Turn pages one at a time from the front to the back of a book.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

Writing

L4 Writing

A. Distinguish print from images or illustrations.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

B. Demonstrate use of print to convey meaning.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

C. Copy or write letters and numbers using various materials.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

D. Print first name independently.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

E. Begin to use correct manuscript letter and number formation.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

F. Copy various words associated with people or objects within the child's environment.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

G. Use phonetically spelled words to convey messages or tell a story.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

H. Understands that writing proceeds left to right and top to bottom.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

Virginia Mathematics Foundation Blocks
Number and Number Sense

2: Math
M1 Number Sense, Quantity, and Operations

A. Count forward to 20 or more. Count backward from 5.

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

B. Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

C. Count the items in a collection of one to ten items and know the last counting word tells "how many."

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to

at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

D. Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

E. Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

Computation

A. Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together).

M1 Number Sense, Quantity, and Operations

M1.2(4) Understands adding and subtracting from a set; begins to understand dividing sets into parts up to fourths.

B. Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away).

M1.2(4) Understands adding and subtracting from a set; begins to understand dividing sets into parts up to fourths.

Measurement

A. Recognize attributes of length by using the terms longer or shorter when comparing two objects.

M3 Measurement and Data

M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

B. Know the correct names for the standard tools used for telling time and temperature, and for measuring

M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, time,

length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).

capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

C. Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold.

M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

D. Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, and night.

M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

Geometry

M2 Geometry and Spatial Sense

A. Match and sort shapes (circle, triangle, rectangle, and square).

M2.1(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

B. Describe how shapes are similar and different.

M2.1(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

C. Recognize and name shapes (circle, triangle, rectangle, and square).

M2.1(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

D. Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.

M2.2(4) Uses positional and relational words (above/below, front/behind, near/far, beside, next to, between, etc.) to describe location across learning domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left.

Data Collection and Statistics

A. Collect information to answer questions of interest to children.

M3 Measurement and Data

M3.2(4) Develops growing abilities to collect, describe, and record information to answer simple questions across learning domains.

B. Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

Patterns and Relationships

A. Sort and classify objects according to one or two attributes (color, size, shape, and texture).

M4 Patterns, Sorting/Classifying, Reasoning

M4.2(4) Matches/sorts/classifies by color, size, shape, texture; describes sorting rules; classifies by more than one attribute into two or more groups across learning domains.

B. Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.

M4.1(4) Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).

C. Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.

M4.1(4) Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).

Virginia Science Foundation Blocks

3: Science

Scientific Investigation, Reasoning, and Logic

SC1 Observation and Inquiry

A. Use the five senses to explore and investigate the natural world.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

B. Use simple tools and technology safely to observe and explore different objects and environments.

SC1.2(4) Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars).

C. Ask questions about the natural world related to observations.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

D. Make predictions about what will happen next based on previous experiences.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

E. Conduct simple scientific investigations.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

Force, Motion, and Energy

SC2 Physical Science

A. Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.

SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light;

experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

B. Describe and demonstrate the effects of common forces (pushes and pulls) on objects.

SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

C. Describe the effects magnets have on other objects.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

D. Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver.

SC1.2(4) Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars).

Matter/Physical Properties

SC2 Physical Science

A. Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).

M4.2(4) Matches/sorts/classifies by color, size, shape, texture; describes sorting rules; classifies by more than one attribute into two or more groups across learning domains.

SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

B. Recognize water in its solid and liquid forms.

SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

C. Describe the differences between solid and liquid objects.

SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes

different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

D. Sort objects based on whether they sink or float in water.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

Matter/Simple Physical and Chemical Reactions

SC2 Physical Science

A. Predict changes to matter when various substances are to be combined.

SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

B. Observe and conduct simple experiments that explore what will happen when substances are combined.

SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

C. Observe and record the experiment results and describe what is seen.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

Life Processes

SC3 Life Science

A. Describe what living things need to live and grow (food, water, and air).

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

B. Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears,

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things;

etc.).

shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

C. Recognize that many young plants and animals are similar but not identical to their parents and to one another.

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

Interrelationships in Earth/Space Systems

SC4 Earth Science and Environment

A. Use vocabulary to describe major features of Earth and the sky.

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

B. Identify objects in the sky - moon, stars, sun, and clouds.

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

C. Classify things seen in the night sky and those seen in the day sky.

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

D. Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts).

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

Earth Patterns, Cycles, and Changes

SC4 Earth Science and Environment

A. Make daily weather observations and use common weather related vocabulary to describe the observations, e.g., sunny, rainy, cloudy, cold, hot, etc.

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

B. Identify how weather affects daily life.

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

C. Describe basic weather safety rules.

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

D. Observe and recognize the characteristics of the four seasons and the changes observed from season to season.

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

E. Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc.

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

F. Compare a variety of living things to determine how they change over time (life cycles).

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

G Describe home and school routines.

SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

Resources

SC3 Life Science

A. Identify ways that some things can be conserved.

SC4.2(4) Engages in caring for the environment and conservation.

B. Recognize that some things can be reused.

SC4.2(4) Engages in caring for the environment and conservation.

C. Recognize that some things can be recycled.

SC4.2(4) Engages in caring for the environment and conservation.

D. Understand and use vocabulary such as conserve, recycle, and reuse.

SC4.2(4) Engages in caring for the environment and conservation.

History/Similarities and Differences

SS1 History and Events

A. Recognize ways in which people are alike and different.

SE1.1(4) Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name

B. Describe his/her own unique characteristics and those of others.

SE1.1(4) Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name

C. Make the connection that he/she is both a member of a family and a member of a classroom community.

SS3.2(4) Describes family roles, relationships, and rules; begins to learn phone number and address
SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

D. Engage in pretend play to understand self and others.

CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

E. Participate in activities and traditions associated with different cultural heritages.

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

History/Change Over Time

SS1 History and Events

A. Describe ways children have changed since they were babies.

SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

B. Express the difference between past and present using words such as before, after, now, and then.

SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

C. Order/sequence events and objects.

SS1.1(4) Follows, predicts, and explains time/sequence

of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

D. Ask questions about artifacts from everyday life in the past.

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

E. Recount episodes from stories about the past.

SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

F. Take on a role from a specific time, use symbols and props, and act out a story/narrative.

CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality
CA4.2(4) Uses props in increasingly creative ways in dramatic play (molds playdough to represent a phone)

G. Describe past times based on stories, pictures, visits, songs, and music.

SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events
SS1.2(4) Describes historically significant events/observances in American history (national cultural events, celebrations, holidays, and historical figures)

Geography/Location

SS2 Geography and Symbolic Representation

A. Identify and describe prominent features of the classroom, school, neighborhood, and community.

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

B. Engage in play where one item represents another (miniature vehicles, people, and blocks).

CA4.2(4) Uses props in increasingly creative ways in dramatic play (molds playdough to represent a phone)

C. Make and walk on paths between objects, e.g., from the door to the window.

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and

things.

D. Represent objects in the order in which they occur in the environment.

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

E. Experience seeing things from different elevations.

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

Geography/Descriptive Words

SS2 Geography and Symbolic Representation

A. Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences.

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

B. Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time.

M2.2(4) Uses positional and relational words (above/below, front/behind, near/far, beside, next to, between, etc.) to describe location across learning domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left.

C. Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside).

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

D. Use attribute words (hard, soft, rough, and smooth).

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

E. Use labels and symbols for what the child has seen.

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

things.

Economics/World of Work

SS4 Government, Economics, and Technology

A. Identify pictures of work and name the jobs people do.

SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helpers during dramatic play

B. Describe what people do in their community job.

SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helpers during dramatic play

C. Match tools to jobs.

SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helpers during dramatic play

D. Match job sites to work done.

SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helpers during dramatic play

E. Role play the jobs of workers.

SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helpers during dramatic play

Economics/Making Choices and Earning Money

SS4 Government, Economics, and Technology

A. Identify choices.

SS4.2(4) Understands payment for goods and services comes in different forms; differentiates between needs and wants and explains how to fulfill them

B. Recognize that everyone has wants and needs.

SS4.2(4) Understands payment for goods and services comes in different forms; differentiates between needs and wants and explains how to fulfill them

C. Recognize that our basic needs include food, clothing, and shelter.

SS4.2(4) Understands payment for goods and services comes in different forms; differentiates between needs and wants and explains how to fulfill them

D. Choose daily tasks.

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

E. Role play purchasing situations where choices are made.

SS4.2(4) Understands payment for goods and services comes in different forms; differentiates between needs and wants and explains how to fulfill them

Civics/Citizenship

SS3 Culture, Family, and Community, SS4 Government, Economics, and Technology

A. Cooperate with others in a joint activity.

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

B. Recognize the need for rules to help get along with others.

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

C. Participate in creating rules for the classroom.

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

D. State personal plans for learning center activities.

AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

E. Participate in discussing and generating solutions to a class problem.

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of

rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

F. Share thoughts and opinions in group settings.

SE1.2(4) Expresses personal preferences and opinions; makes choices

G. Demonstrate responsible behaviors in caring for classroom materials.

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

H. Identify the needs of other people by helping them.

SE3.1(4) Shows empathy and caring to others; responds to others emotions appropriately

Virginia Health and Physical Development Foundation Blocks

7: Physical Development and Health

Locomotor Skills

PD2 Gross Motor Development

A. Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping.

PD2.1(4) Refines mobility and moves with a purpose (walks backward in games/activities, runs smoothly, gallops, skips, walks heel-to-toe, hops on one foot)

B. Perform these locomotor skills in response to teacher-led creative dance.

PD2.1(4) Refines mobility and moves with a purpose (walks backward in games/activities, runs smoothly, gallops, skips, walks heel-to-toe, hops on one foot)

Non-locomotor Skills

PD2 Gross Motor Development

A. Maintain a stable static position while practicing specific balances on different bases of support, e.g., standing on toes or standing on one foot.

PD2.3(4) Demonstrates flexibility, balance, and bilateral control in purposeful movements (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles)

B. Maintain balance while performing a controlled spin.

PD2.3(4) Demonstrates flexibility, balance, and bilateral control in purposeful movements (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each

foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles)

C. Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.

PD2.3(4) Demonstrates flexibility, balance, and bilateral control in purposeful movements (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles)

D. Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.

PD2.3(4) Demonstrates flexibility, balance, and bilateral control in purposeful movements (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles)

E. Perform crisscross pattern activities.

PD2.3(4) Demonstrates flexibility, balance, and bilateral control in purposeful movements (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles)

Manipulative Skills

PD3 Fine Motor Development

A. Manipulate a variety of objects during structured and unstructured physical activity settings.

PD2.2(3) Coordinates body movements in place with increasing skill (begins to kick ball with purpose, throws overhand with some accuracy, dribbles balls with increased coordination, throws and attempts to catch balls, begins using bat/racket to make contact with objects)

PD3.2(4) Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)

B. Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.

PD3.1(4) Uses small, precise hand movements to complete tasks (fastens clothing, folds paper with accuracy and symmetry; begins attempting to tie shoes, uses a dominant hand)

C. Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements.

PD2.2(3) Coordinates body movements in place with increasing skill (begins to kick ball with purpose, throws overhand with some accuracy, dribbles balls with

increased coordination, throws and attempts to catch balls, begins using bat/racket to make contact with objects)

D. Coordinate eye-hand and eye-foot movements to perform a task.

PD2.2(3) Coordinates body movements in place with increasing skill (begins to kick ball with purpose, throws overhand with some accuracy, dribbles balls with increased coordination, throws and attempts to catch balls, begins using bat/racket to make contact with objects)

PD3.2(3) Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard)

Movement Principles and Concepts

A. Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward, and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft).

PD2 Gross Motor Development

PD2.3(4) Demonstrates flexibility, balance, and bilateral control in purposeful movements (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles)

B. Identify fundamental movement patterns such as running and jumping.

PD2.1(4) Refines mobility and moves with a purpose (walks backward in games/activities, runs smoothly, gallops, skips, walks heel-to-toe, hops on one foot)

C. Begin and expand movement vocabulary.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

D. Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signals.

PD2.3(4) Demonstrates flexibility, balance, and bilateral control in purposeful movements (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles)

Personal Fitness

A. Participate in activities that allow the child to experience and recognize a rise in the heart rate and breathing rate.

PD1 Physical Health, Growth

PD1.1(4) Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games

B. Participate in activities designed to strengthen major muscle groups.

PD1.1(4) Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games

C. Participate in activities that enhance flexibility.

PD1.1(4) Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games

Responsible Behaviors

PD4 Safety Awareness and Self-Care

A. Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

B. Share equipment and space, and take turns with help from the teacher.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

C. Work well with others.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

D. Listen to and follow simple directions.

L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

Physically Active Lifestyle

PD1 Physical Health, Growth

A. Identify the activities that they like and dislike.

SE1.2(4) Expresses personal preferences and opinions; makes choices

B. Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.

PD1.1(4) Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games

C. Participate in activities geared toward different levels of proficiency.

PD1.1(4) Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games

D. Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active.

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

Habits that Promote Health and Prevent Illness

PD4 Safety Awareness and Self-Care

A. Demonstrate how to correctly wash hands.

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)

B. Demonstrate covering the mouth or nose when coughing or sneezing.

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)

C. Identify habits that keep us healthy.

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)

PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

D. Explain the importance of rest.

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of

environment before responding to emotions or actions of others

E. Be able to communicate when one is not feeling well.

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)

Nutrition

PD1 Physical Health, Growth

A. Indicate awareness of hunger and fullness.

PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

B. Identify foods and the food groups to which they belong, e.g., vegetables, fruits, dairy, meats, and grains.

PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

C. Distinguish food and beverages on a continuum from more healthy to less healthy.

PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

D. Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy.

PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

Information Access and Use

PD4 Safety Awareness and Self-Care

A. Understand that health care providers can help them when they are not feeling well.

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

B. Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe. **PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

C. Be able to differentiate between safe and unsafe situations. **PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

D. Begin to share feelings and express how they feel. **SE3.2(4)** Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

Community Health and Safety

PD4 Safety Awareness and Self-Care

A. Follow safety rules on the playground with adult assistance and reminders. **PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

B. Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lockdown drills. **PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

C. Demonstrate pedestrian safety and vehicle awareness. **PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

D. Understand bicycle/tricycle safety and the importance of wearing a helmet. **PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

E. Know how to make an emergency phone call. **PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

F. Act safely around pools, ponds, and other water, e.g., oceans, rivers, creeks, ditches, and swamps. **PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

Virginia Personal and Social Development Foundation Blocks

5: Social-Emotional Development, 6: Approaches to Learning

Self-Concept

SE1 Self-Awareness and Self-Concept

D. Develop personal preferences regarding activities and materials. **SE1.2(4)** Expresses personal preferences and opinions; makes choices

E. Demonstrate self-direction in use of materials. **SE1.3(4)** Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently

F. Develop increasing independence in school activities throughout the day. **SE1.3(4)** Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently

A. Demonstrate knowledge of personal information including first and last name, gender, age, birthday, parents' names, teacher's name, school name, town or city where they live, and street name. **SE1.1(4)** Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name

B. Begin to recognize and express own emotions using words rather than actions. **SE3.2(4)** Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

C. Recognize self as a unique individual and respect differences of others. **SE1.3(4)** Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently

Self-Regulation

SE4 Self-Regulation

A. Contribute ideas for classroom rules and routines. **SS4.1(4)** Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

B. Follow rules and routines within the learning environment. **SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of

others

C. Use classroom materials purposefully and respectfully.

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

D. Manage transitions and adapt to changes in routine.

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

E. Develop positive responses to challenges.

AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

Approaches to Learning

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, AL4 Memory and Reflection

A. Show interest and curiosity in learning new concepts and trying new activities and experiences.

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects

B. Demonstrate ability to learn from experiences by applying prior knowledge to new situations.

AL4.1(4) Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games

C. Increase attention to a task or activity over time.

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

D. Seek and accept help when needed.

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

E. Attempt to complete a task in more than one way before asking for help.

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when

needed

Interaction with Others

A. Initiate and sustain interactions with other children.

SE2 Trust and Relationships

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

B. Demonstrate verbal strategies for making a new friend.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

C. Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.

SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

D. Participate successfully in group settings.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

E. Demonstrate respectful and polite vocabulary.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

F. Begin to recognize and respond to the needs, rights, and emotions of others.

SE3.1(4) Shows empathy and caring to others; responds to others emotions appropriately

Social Problem Solving

A. Express feelings through appropriate gestures, actions, and words.

SE2 Trust and Relationships, SE3 Feelings and Emotions

SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for

feelings and problem-solving strategies for dealing with negative emotions

B. Recognize conflicts and seek possible solutions.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

C. Allow others to take turns.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

D. Increase the ability to share materials and toys with others over time.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

E. Include others in play activities.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

Virginia Music Foundation Blocks
Music Theory/Literacy

8: Creative Arts
CA2 Music

A. Understand the vocabulary of music.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains
CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

B. Understand that written music represents sounds by using notes.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains
CA2.2(4) Explores, repeats, and creates rhythms,

patterns, and beats with a variety of movements, musical instruments, and props

C. Understand that composers write music, musicians sing or play instruments, and dancers utilize music elements in expressing dance.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains
CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props
CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

D. Identify common musical instruments.

CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

Performance

CA2 Music

A. Demonstrate the difference between singing and speaking.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

B. Develop the understanding that the child's body and voice are musical instruments.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains
CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

C. Participate in opportunities to use singing voice and musical instruments.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains
CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

D. Practice good manners when participating in musical performance.

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

E. Repeat simple musical patterns using voice, body, and instruments.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

Music History and Cultural Context

CA2 Music

A. Understand that music comes from many different places in the world.

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

B. Understand that music sounds differently depending on who created it and when it was written.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

C. Develop an appreciation for different types of music.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

Analysis, Evaluation, and Critique

CA2 Music, CA3 Movement and Dance

A. The child will talk about and compare musical patterns and sounds.

CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

B. The child will recognize differences and similarities among music styles.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

C. The child will explore the creation and purpose of music in personal and social life.

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

D. The child will participate in music activities that involve sharing, taking turns, and cooperation.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

E. The child will identify types of music he/she prefers.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

Aesthetics

CA2 Music, CA3 Movement and Dance

A. Use the body and motion to express a response to a musical selection.

CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

B. Express a response to a musical selection by using available visual arts supplies.

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

C. Use words to describe how a musical selection makes the child feel.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

**Virginia Visual Arts Foundation Blocks
Visual Communication and Production**

**8: Creative Arts
CA1 Visual Arts**

A. Understand that artists create visual arts using many different tools.

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

B. Understand that the visual arts take many forms.

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

C. Use a variety of materials, textures, and tools for producing visual art.

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

D. Develop and use fine motor skills necessary to produce two- and three-dimensional works of art.

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

Art History and Cultural Context

CA1 Visual Arts

A. Understand that all cultures have art that reflects their experiences and identity. **CA1.1(4)** Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences
CA1.2(4) Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

B. Understand that works of art can be a historical record of a certain time period in history. **CA1.2(4)** Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

C. Develop an appreciation for the various forms of visual arts. **CA1.2(4)** Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

Analysis, Evaluation, and Critique

CA1 Visual Arts

A. Use the body to express a response to a work of art. **CA1.1(4)** Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

B. Understand that each person responds to and creates works of art in unique ways. **CA1.2(4)** Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

C. Use available art supplies to express an individual response to an art form. **CA1.1(4)** Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

D. Use words to describe a response or reaction to a visual arts selection. **CA1.2(4)** Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

E. The child will identify types of works of art that he/she prefers. **CA1.2(4)** Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

Aesthetics

CA1 Visual Arts

A. Understand that the visual arts express feelings, experiences, and cultures. **CA1.1(4)** Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

B. Talk about different kinds of art and recognize the idea, theme, or purpose. **CA1.1(4)** Creates art using various art media, techniques, colors, textures, and shapes across learning

domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

CA1.2(4) Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

C. Create specific works of art based on a common theme, concept, or emotion.

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

D. Collect, compare, and use natural objects and objects made by people.

CA1.2(4) Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

E. Understand the purpose of an art museum.

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

CA1.2(4) Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

Source: Office of Humanities and Early Childhood, Virginia Department of Education (2013)