

Maryland
Alignment for Four-Year-Olds
with
Maryland's Common Core Curriculum Frameworks
Maryland's State Curriculum Frameworks
Social Foundations Frameworks
and
FunShine Online® Learning Goals and Objectives

Sources:

Maryland Common Core State Curriculum Frameworks (2010) Maryland State Board of Education.

Maryland State Curriculum Frameworks (2011) Maryland State Department of Education

Social Foundations Framework (2012) Maryland State Department of Education.

Maryland's Common Core, State, and Social Foundations Frameworks

Alignment with Preschool Curriculum by FunShine Online®

Age 4

Maryland's Common Core State Curriculum English Language Arts

Maryland's Common Core State Curriculum English Language Arts	FunShine Online Learning Goals and Objectives
Reading Literature	Language/Literacy
A. Key Ideas and Details	Emergent Reading, Listening
RL1 With modeling and prompting, answer questions about details in a text.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud L2 Gains meaning by listening to stories, informational texts, directions, conversations
RL2 With modeling and support, retell familiar stories/poems.	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
RL3 With modeling and support, identify characters, settings and major events in a story.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud L2 Gains meaning by listening to stories, informational texts, directions, conversations
B. Craft and Structure	
RL4 With modeling and support, answer questions about unknown words in stories and poems.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
RL5 Gain exposure to common types of literary texts (e.g., storybooks, poems).	L4 Listens and responds to rhymes and rhythms
RL6 With modeling and support, identify the role of author and illustrator.	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud

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Maryland's Common Core State Curriculum English Language Arts	FunShine Online Learning Goals and Objectives
C. Integration of Knowledge and Ideas	Emergent Reading, Vocabulary
RL7 With modeling and support, tell how the illustrations support the story.	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
RL8 (Not applicable to literature)	
RL9 With modeling and support, compare adventures and experiences of characters in familiar stories.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud L8 Shares opinions, experiences, and ideas with others with words
RL10 Actively engage in group reading activities with purpose and understanding.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud L8 Shares opinions, experiences, and ideas with others with words
Reading Informational Text	Language/Literacy
A. Key Ideas and Details	Emergent Literacy, Vocabulary
RI1 With modeling and prompting, answer questions about details in an informational text.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud L2 Gains meaning by listening to stories, informational texts, directions, conversations
RI2 With modeling and support, recall one or more detail(s) related to the main topic from an informational text.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud L2 Gains meaning by listening to stories, informational texts, directions, conversations
RI 3 With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
B. Craft and Structure	

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Maryland's Common Core State Curriculum English Language Arts	FunShine Online Learning Goals and Objectives
RI4 With modeling and support, answer questions about unknown words in a text.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
RI5 With modeling and support identify the front cover, and back cover of a book.	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
RI6 With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
C. Integration of Knowledge and Ideas	
RI7 With modeling and support, tell how the illustrations/photographs support the text.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
RI8 With modeling and support identify the reasons an author gives to support points in a text.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
RI9 With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
RI10 Actively engage in group reading activities with purpose and understanding.	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud L8 Shares opinions, experiences, and ideas with others with words L2 Gains meaning by listening to stories, informational texts, directions, conversations
Reading Foundational Skills	
Language/Literacy	
A. Print Concepts	
Emergent Reading, Emergent Writing	
RF1 Demonstrate understanding of basic features of print.	

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RF1.a Demonstrate an awareness that words are read from left to right, top to bottom and page by page.	L19 Understands left to right, top to bottom process of reading
RF1.b Recognize that spoken words can be written and read.	L22 Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes L23 Shows awareness that a word is made up of letters
RF1.c Understand that words are separated by spaces in print.	L23 Shows awareness that a word is made up of letters
RF1.d Recognize and name some upper and lowercase letters of the alphabet.	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
B. Phonological Awareness	Emergent Reading
RF2 Demonstrate understanding of spoken words and sounds (phonemes).	
RF2.a Recognize rhyming words in spoken language.	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
RF2.b Identify and isolate individual words in a spoken sentence.	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
RF2.c Count, pronounce, blend, and segment syllables in spoken words.	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
RF2d. Blend and segment onsets and rimes of single-syllable spoken words.	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
RF2.e Isolate and pronounce the initial sound in spoken words.	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds

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	with letters and words, recognizes alliteration and words that rhyme
RF2.f Orally blend and segment individual phonemes in two- to-three phoneme words.	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
C. Phonics and Word Recognition	Emergent Reading, Emergent Writing
RF3 Know and apply grade- level phonics and word analysis skills in decoding words.	
RF3.a Recognize that words are made up of letters and their sounds.	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme L23 Shows awareness that a word is made up of letters
RF3.b Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme L23 Shows awareness that a word is made up of letters
RF3.c Recognize name in print as well as some environmental print (symbols/words).	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters L22 Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
D. Fluency	Emergent Reading
RF4 Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books L2 Gains meaning by listening to stories, informational texts, directions, conversations
Writing	Language/Literacy
A. Text Types and Purposes	Emergent Writing, Conversation, Emergent Reading
W1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.	L21 Shows interest in written expression: scribbling, drawing a person

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	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols L8 Shares opinions, experiences, and ideas with others with words
W2 Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols L8 Shares opinions, experiences, and ideas with others with words
W3 With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols L8 Shares opinions, experiences, and ideas with others with words L20 Understands structure: beginning, middle, end of a story
W4 Begins in 3rd Grade	
B. Production and Distribution of Writing	Emergent Writing, Family and Community, Conversation
W5 With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	L21 Shows interest in written expression: scribbling, drawing a person L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
W6 With prompting and support from adults, explore a variety of digital tools to express ideas.	SS11 Exhibits some knowledge of technology and media L8 Shares opinions, experiences, and ideas with others with words
C. Research to Build and Present Knowledge	Emergent Writing, Relationships, Conversation
W7 Participate in shared research and shared writing projects.	SE9 Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
W8 With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols L8 Shares opinions, experiences, and ideas with others with words
W9 begins in grade 4	
W10 begins in grade 3	
Speaking and Listening	Language/Literacy
A. Comprehension and Collaboration	Conversation, Emergent Reading, Questioning, Emergent Writing
SL1 Participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and larger groups.	
SL1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).	L9 Uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)

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SL1.b During scaffolded conversations, continue a conversation through multiple exchanges.	L7 Initiates asking questions and responds in conversation with others
SL2 Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.	L7 Initiates asking questions and responds in conversation with others L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	L7 Initiates asking questions and responds in conversation with others S4 Asks why, where, when, how, what, and seeks answers through exploration
B. Presentation of Knowledge and Ideas	Conversation, Emergent Writing
SL4 Describe familiar people, places, things, and events with modeling and support.	L8 Shares opinions, experiences, and ideas with others with words
SL5 Add drawings or visual displays to descriptions as desired to provide additional detail.	L21 Shows interest in written expression: scribbling, drawing a person
SL6 With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	L6 Speaks clearly (is understood by both familiar and unfamiliar adults)
Language	Language/Literacy
A. Conventions of Standard English	Emergent Writing, Emergent Reading, Vocabulary, Conversation, Fine Motor
L1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).	
L1.a Print upper and lowercase letters in first name.	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
L1.b Use frequently occurring nouns and verbs L1.c Develop understanding of singular and plural nouns (e.g., <i>dog</i> means one dog; <i>dogs</i> means more than one dog). L1.d Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how). L1.e Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L1.f Produce complete sentences in shared language activities.	L12 Converses with a rapidly expanding vocabulary L14 Speaks in sentences using grammar that is age-appropriate L7 Initiates asking questions and responds in conversation with others
L2 Gain exposure to conventions of standard English capitalization, punctuation, and	

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spelling during shared reading and writing experiences.	
L2.a Recognize that their name begins with a capital letter.	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
L2.d Develop fine motor skills necessary to control and sustain handwriting.	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols PD4 Begins to control use of writing, drawing, art tools, and art/craft mediums
B. Knowledge of Language	
L3 begins in grade 2	
C. Vocabulary Acquisition and Use	Vocabulary, Investigation
L4 Determine or clarify the meaning of unknown words and phrases based on <i>pre-kindergarten reading and content</i> .	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
L5 With modeling and support from adults, explore word relationships and nuances in word meanings.	
L5.a With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	S8 Makes comparisons among objects and groups L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
L5.b With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
L5.c Identify real-life connections between words and their use (e.g., note objects in classroom that are <i>small</i>).	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
L6 Use words and phrases acquired through conversation, being read to, and responding to text.	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains

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Maryland's Common Core State Curriculum for Four-Year-Olds

Mathematics

Maryland's Common Core State Curriculum Mathematics	FunShine Online® Goals and Objectives
Counting and Cardinality	Numbers, Measurement, Patterns, Geometry, Spatial Relations, Reasoning, Vocabulary
A. Know number names and the count sequence	
PK.CC.1 Count verbally to 10 by ones.	M1 Grows in rote counting and sequencing of numbers
PK.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to 10.	M1 Grows in rote counting and sequencing of numbers
PK.CC.3 Identify written numerals 0-10.	M2 Recognizes both numerals and number names
B. Count to tell the number of objects.	
PK.CC.4: Understand the relationship between numbers and quantities to 5, then to 10; connect counting to cardinality.	M1 Grows in rote counting and sequencing of numbers
PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name.	M1 Grows in rote counting and sequencing of numbers M3 Understands and uses 1-1 correspondence
PK.CC.4b: Recognize that the last number name said tells the number of objects counted.	M1 Grows in rote counting and sequencing of numbers M3 Understands and uses 1-1 correspondence
PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger.	M1 Grows in rote counting and sequencing of numbers M3 Understands and uses 1-1 correspondence
PK.CC.5: Represent a number (0-5, then to 10) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).	M4 Counts and builds sets
PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use 1-5 objects)	M4 Counts and builds sets
C. Compare Quantities	
PK.CC.7: Explore relationships by comparing groups of objects up to 5 and then 10. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects).	M5 Compares quantities in sets and uses appropriate vocabulary: equal, more less
Operations & Algebraic Thinking	
A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to 5).	M6 Understands adding and subtracting from a set
PK.OA.2: Decompose quantity (less than or equal to 5) into pairs in more than one way (e.g., by using objects or drawings).	M4 Counts and builds sets

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Maryland's Common Core State Curriculum Mathematics	FunShine Online® Goals and Objectives
	M5 Compares quantities in sets and uses appropriate vocabulary: equal, more less
PK.OA.3: For any given quantity from 0 to 5, use objects or drawings to find the quantity that must be added to make 5.	M4 Counts and builds sets
Number and Operations in Base Ten	
A. Work with numbers 0-10 to gain foundations for place value.	
PK.NBT.1: Investigate the relationship between ten ones and ten.	M3 Understands and uses 1-1 correspondence M4 Counts and builds sets
Measurement and Data	
A. Describe and compare measurable attributes.	
PK.MD.1: Describe measurable attributes of objects, such as length or weight.	M14 Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
PK.MD.2: Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.	M14 Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
B. Sort objects into categories and compare quantities.	
PK.MD.3 Sort objects into self-selected and given categories.	M9 Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
PK.MD.4 Compare categories using words such as <i>more or same</i> .	M9 Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons M5 Compares quantities in sets and uses appropriate vocabulary: equal, more less
Geometry	
A. Identify and describe two-dimensional shapes (circles, triangles, rectangles; including a square which is a special rectangle).	
PK.G.1: Match like (congruent and similar) shapes.	M17 Demonstrates age-appropriate knowledge of geometric shapes M9 Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
PK.G.2: Group the shapes by attributes.	M9 Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
B. Work with three-dimensional shapes to gain foundation for geometric thinking.	
PK.G.3: Match and sort three-dimensional shapes.	M17 Demonstrates age-appropriate knowledge of geometric shapes

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Maryland's Common Core State Curriculum Mathematics	FunShine Online® Goals and Objectives
PK.G.4: Describe three-dimensional objects using attributes.	M17 Demonstrates age-appropriate knowledge of geometric shapes L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
PK.G.5: Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.	M17 Demonstrates age-appropriate knowledge of geometric shapes L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains

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Maryland State Curriculum Framework for Four-Year-Olds

Reading

Maryland State Curriculum Framework Reading	FunShine Online® Learning Goals and Objectives
Standard 1: General Reading Processes	Emergent Reading, Emergent Writing, Conversation, Vocabulary, Listening
A. Phonemic Awareness	
1. Discriminate sounds and words	
a. Tell whether sounds are same or different	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
b. Recognize that letters represent sounds	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
c. Identify and repeat initial sounds in words	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
d. Classify words by initial sounds	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
2. Discriminate and produce rhyming words and alliteration	
a. Repeat rhyming words	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
b. Repeat phrases and sentences with alliteration	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
c. Discriminate rhyming words from non-rhyming words	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
3. Blend sounds and syllables to form words	

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a. Orally blend syllables into a whole word, such as funny=fun-ny	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
4. Segment sounds in spoken words and sentences	
a. Clap words in a sentence	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
b. Identify the initial sound in a word	L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
B. Phonics	
1. Recognize that letters have corresponding sounds	
a. Recognize similarities and differences in letter shapes	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
b. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
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	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
C. Fluency	
1. Engage in imitative reading at an appropriate rate	
a. Listen to models of fluent reading	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books L2 Gains meaning by listening to stories, informational texts, directions, conversations
b. Recite nursery rhymes, poems, and finger plays with expression	L4 Listens and responds to rhymes and rhythms
c. Develop beginning sight vocabulary of familiar words, such as first name, color words	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or

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Maryland Common Core State Curriculum Frameworks (2010) Maryland State Board of Education.

Maryland State Curriculum Frameworks (2011) Maryland State Department of Education

Social Foundations Framework (2012) Maryland State Department of Education.

Maryland State Curriculum Framework Reading	FunShine Online® Learning Goals and Objectives
	recognizes some letters and sounds – especially own name, recognizes and names most letters
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	L2 Gains meaning by listening to stories, informational texts, directions, conversations L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
c. Asks questions about unknown objects and words related to topics discussed	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
d. Listen to and identify the meaning of content-specific vocabulary	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
e. Identify some signs, labels, and environmental print	L22 Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
f. Collect and play with favorite words	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
2. Develop a conceptual understanding of new words	
a. Use words to describe size, color, and shape	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains L12 Converses with a rapidly expanding vocabulary M9 Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
b. Name common objects shown in pictures	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
3. Understand, acquire, and use new vocabulary	
a. Use illustrations to find meaning of unknown words	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
b. Use newly learned vocabulary on multiple occasions to reinforce meaning	L12 Converses with a rapidly expanding vocabulary

Sources:

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Social Foundations Framework (2012) Maryland State Department of Education.

Maryland State Curriculum Framework Reading	FunShine Online® Learning Goals and Objectives
	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
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	L22 Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes L23 Shows awareness that a word is made up of letters
b. Understand that print conveys meaning	L22 Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes L23 Shows awareness that a word is made up of letters
c. Demonstrate the proper use of a book	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
d. Identify the title of a book	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
e. Demonstrate that text is read from left to right and top to bottom	L19 Understands left to right, top to bottom process of reading
f. Identify pictures, shapes, letters, and numerals	L18 Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters M2 Recognizes both numerals and number names M17 Demonstrates age-appropriate knowledge of geometric shapes
2. Use strategies to prepare for reading (before reading)	
a. Make connections to the text using illustrations/photographs from prior knowledge	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
b. Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read

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Maryland State Curriculum Framework Reading	FunShine Online® Learning Goals and Objectives
	aloud, making predictions based on text read aloud
c. Help set a purpose for reading	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
3. Use strategies to make meaning from text (during reading)	
a. Use illustrations to construct meaning	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
b. Make and confirm predictions	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
c. Connect events, characters, and actions in stories to specific life experiences	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud L8 Shares opinions, experiences, and ideas with others with words
4. Demonstrate understanding of text (after reading)	
a. Recall information from text	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
b. Respond orally to questions	L7 Initiates asking questions and responds in conversation with others L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
c. Respond to text in a variety of ways Retell Dramatize Draw	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
d. Review the purpose for reading	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud

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Maryland State Curriculum Framework Reading	FunShine Online® Learning Goals and Objectives
e. Retell a story as though reading a book	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
Standard 2: Comprehension of Informational Text	Listening, Emergent Reading, Conversation
A. Comprehension of Informational Text	
1. Develop comprehension skills by reading a variety of informational texts	
a. Listen to nonfiction materials Nonfiction trade books Magazines Multimedia resources	L2 Gains meaning by listening to stories, informational texts, directions, conversations L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
b. Listen to and read functional documents by following simple oral or rebus directions Recipes Rules Signs Center activities Labels Classroom schedules	L2 Gains meaning by listening to stories, informational texts, directions, conversations
c. Listen to and use personal interest materials, such as books and magazines	L2 Gains meaning by listening to stories, informational texts, directions, conversations
2. Recognize and use text features to facilitate understanding of informational texts	
a. Recognize print features Print size	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
b. Recognize graphic aids Photographs Drawings Maps Graphs Diagrams	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
3. Develop knowledge of organizational structure of informational text	
a. Recognize sequential order	L20 Understands structure: beginning, middle, end of a story
4. Determine important ideas and messages in informational texts	
a. Retell important facts from a text	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books

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Maryland State Curriculum Framework Reading	FunShine Online® Learning Goals and Objectives
b. Identify how someone might use the text	L8 Shares opinions, experiences, and ideas with others with words
5. Evaluate informational text	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
Standard 3: Comprehension of Literary Text	Listening, Emergent Reading, Emergent Writing, Conversation
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	L2 Gains meaning by listening to stories, informational texts, directions, conversations
b. Listen to and discuss a variety of different types of fictional literary text, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales	L2 Gains meaning by listening to stories, informational texts, directions, conversations
2. Use text features to facilitate understanding of literary texts	
a. Identify and explain how the title contributes to meaning	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
3. Use elements of narrative texts to facilitate understanding	
a. Identify the beginning and end of a story	L20 Understands structure: beginning, middle, end of a story
b. Identify the characters of a story	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
4. Use elements of poetry to facilitate understanding	
a. Identify rhyme, rhythm, and repetition in poems read to them	L4 Listens and responds to rhymes and rhythms
5. Use elements of drama to facilitate understanding	
a. Recognize that a play has characters, dialogue, scenery, and tells a story	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read

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Maryland State Curriculum Framework Reading	FunShine Online® Learning Goals and Objectives
	aloud, making predictions based on text read aloud
6. Determine important ideas and messages in literary texts	
a. Retell the story by sequencing the main events	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
b. Identify a personal connection to the text	L15 Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books L8 Shares opinions, experiences, and ideas with others with words
Standard 4: Writing	Emergent Writing, Vocabulary
A. Writing	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers	
a. Recognize that writing conveys meaning	L22 Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
b. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas	L21 Shows interest in written expression: scribbling, drawing a person L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
2. Compose oral and visual presentations that express personal ideas	
a. Write to express personal ideas using letter-like shapes, symbols, and letters	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
b. Contribute to a shared writing experience or topic of interest	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
c. Use drawings, letters, or symbols to express personal ideas	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols L21 Shows interest in written expression: scribbling, drawing a person
3. Identify how language choices in writing and speaking affect thoughts and feelings	
a. Identify and use words to communicate feelings	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
b. Acquire and use new vocabulary	L12 Converses with a rapidly expanding vocabulary
Standard 5: Controlling Language	Vocabulary, Emergent Writing
A. Grammar	

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Maryland State Curriculum Framework Reading	FunShine Online® Learning Goals and Objectives
1. Use grammar concepts and skills that strengthen oral language	
a. Use complete sentences to respond to questions	L13 Connects phrases and sentences to build ideas L14 Speaks in sentences using grammar that is age-appropriate
B. Usage	
1. Comprehend and apply standard English in oral language	L14 Speaks in sentences using grammar that is age-appropriate
2. Comprehend basic punctuation and capitalization in written language	
a. Recognize that names begin with a capital letter	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
b. Recognize that space is used to separate words	L23 Shows awareness that a word is made up of letters
Standard 6: Listening	Listening, Vocabulary, Conversation
A. Listening	
1. Demonstrate active listening strategies	
a. Attend to the speaker	L2 Gains meaning by listening to stories, informational texts, directions, conversations
2. Comprehend and analyze what is heard	
a. Determine a speaker's general purpose	L2 Gains meaning by listening to stories, informational texts, directions, conversations
b. Identify rhythms and patterns of language, including rhyme and repetition	L4 Listens and responds to rhymes and rhythms
c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge	L2 Gains meaning by listening to stories, informational texts, directions, conversations L8 Shares opinions, experiences, and ideas with others with words
d. Follow a set of two- or three-step directions	L1 Follows 2 and 3 step directions of increasing complexity
e. Listen carefully to expand and enrich vocabulary	L2 Gains meaning by listening to stories, informational texts, directions, conversations L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
Standard 7: Speaking	Conversation
A. Speaking	
1. Use organization and delivery strategies	
a. Speak clearly enough to be heard and understood in a variety of settings	L6 Speaks clearly (is understood by both familiar and unfamiliar adults)
2. Make oral presentations	
a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories	L8 Shares opinions, experiences, and ideas with others with words
b. Use props in situations, such as show-and-tell	L8 Shares opinions, experiences, and ideas with others with words

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Maryland State Curriculum Framework for Four-Year-Olds

Mathematics

Maryland State Curriculum Framework Mathematics	FunShine Online® Learning Goals and Objectives
Standard 1: Knowledge of algebra, patterns, and functions	Patterns, Numbers
A. Patterns and Functions	
2. Identify, copy, and extend non-numeric patterns	
a) Match patterns kinesthetically such as: clap/snap/clap... b) Recognize simple patterns c) Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern d) Continue a simple pattern e) Create a simple pattern of 2 different objects when given the rule f) Identify patterns in real-world situations	M9 Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons M10 Recognizes patterns: can tell “what comes next?” M11 Duplicates simple patterns, then extends and creates patterns M12 Identifies pattern groups (red/yellow, kitten/puppy)
B. Expressions, Equations, and Inequalities	
2. Identify inequalities	
a) Explore relationships by comparing groups of no more than 5 objects to determine more or less	M5 Compares quantities in sets and uses appropriate vocabulary: equal, more less
Standard 2: Geometry	Geometry, Patterns, Spatial Relations,
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 b) Name the attributes of plane figures such as: shape, color, size c) Match triangles, circles, and squares d) Identify triangles, circles, and squares in the environment	M17 Demonstrates age-appropriate knowledge of geometric shapes M9 Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
B. Solid Geometric Figures	
1. Recognize and use the attributes of solid geometric figures	
a) Sort objects by one attribute such as: size, shape, weight, length b) Find solid figures in the environment	M9 Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons M17 Demonstrates age-appropriate knowledge of geometric shapes
E. Transformations	
1. Begin to recognize a transformation	M18 Understands that shapes remain the same when flipped or rotated
a) Tell position by using words such as: over, under, above, on, next to, below, beside, behind b) Recognize a slide using concrete materials	M20 Understands directions/positional concepts: top/bottom, go/stop, far/near, up/down, over/under, out/in, above/below, in front/behind, inside/outside, etc. M18 Understands that shapes remain the same when flipped or rotated

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Maryland State Curriculum Framework Mathematics	FunShine Online® Learning Goals and Objectives
Standard 3: Knowledge of Measurement	Measurement
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 b) Compare and describe objects according to a single attribute	M14 Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
B. Measurement Tools	
1. Measure in non-standard units	
a) Measure length of objects b) Explore the capacity of containers c) Explore the weight of objects	M15 Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring spoons, etc.)
Standard 4: Knowledge of Statistics	Measurement
A. Data Displays	
1. Explore and display data	
a) Explore data by answering a yes/no question b) Display data on real graphs c) Display data on picture graphs	M16 Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
B. Data Analysis	
1. Analyze Data	
a) Talk about data from real graphs to answer a question such as: Which category has the most?	M16 Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
Standard 6: Knowledge of Number Relationships and Computation/Arithmetic	Numbers
A. Knowledge of Number	
1. Apply knowledge of whole numbers	
a) Build concept of number b) Show an understanding of quantity c) Construct relationships based on quantity d) Use classroom experiences to indicate same, more, or less e) Count and discuss quantity f) Use concrete materials to build sets 0 to 5 g) Match a numeral to a set 0 to 5 h) Count to 10 i) Use ordinal words to indicate position such as: first, next, last	M1 Grows in rote counting and sequencing of numbers M3 Understands and uses 1-1 correspondence M4 Counts and builds sets M5 Compares quantities in sets and uses appropriate vocabulary: equal, more less M8 Understands and uses ordinal terms (1 st , 2 nd , 3 rd)
Standard 7: Processes of Mathematics	Reasoning, Imagination, Emergent Writing, Conversation, Vocabulary
A. Problem Solving	
1. Apply a variety of concepts, processes, and skills to solve problems	
a. Identify the question in the problem b. Decide if enough information is present to solve the problem c. Make a plan to solve a problem d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	M23 Uses simple strategies to solve mathematical problems AL3 Uses new strategies to solve problems

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Maryland State Curriculum Framework Mathematics	FunShine Online® Learning Goals and Objectives
e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation f. Identify alternative ways to solve a problem g. Show that a problem might have multiple solutions or no solution h. Extend the solution of a problem to a new problem situation	
B. Reasoning	
1. Justify ideas or solutions with mathematical concepts or proofs	
a. Use inductive or deductive reasoning b. Make or test generalizations c. Support or refute mathematical statements or solutions d. Use methods of proof, i.e., direct, indirect, paragraph, or contradiction	M23 Uses simple strategies to solve mathematical problems AL3 Uses new strategies to solve problems
C. Communication	
1. Present mathematical ideas using words, symbols, visual displays, or technology	
a. Use multiple representations to express concepts or solutions b. Express mathematical ideas orally c. Explain mathematically ideas in written form d. Express solutions using concrete materials e. Express solutions using pictorial, tabular, graphical, or algebraic methods f. Explain solutions in written form g. Ask questions about mathematical ideas or problems h. Give or use feedback to revise mathematical thinking	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols L8 Shares opinions, experiences, and ideas with others with words L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains M23 Uses simple strategies to solve mathematical problems AL3 Uses new strategies to solve problems
D. Connections	
1. Relate or apply mathematics within the discipline, to other disciplines, and to life	
a. Identify mathematical concepts in relationship to other mathematical concepts b. Identify mathematical concepts in relationship to other disciplines c. Identify mathematical concepts in relationship to life d. Use the relationship among mathematical concepts to learn other mathematical concepts	AL9 Observes or contemplates and applies knowledge to a new situation L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains

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Maryland State Curriculum Framework for Four-Year-Olds

Social Studies

Maryland State Curriculum Framework Social Studies	FunShine Online® Learning Goals and Objectives
Standard 1: Political Science	History and Events, People and the Environment, Family and Community
A. The Foundations and Function of Government	
1. Identify the importance of rules	
a. Recognize why people have rules at home and at school	SS9 Demonstrates growing awareness of community rules, governance, democracy
b. Generate and follow classroom rules, such as taking turns, walking inside, and forming a line that promote order and safety in the classroom	SS9 Demonstrates growing awareness of community rules, governance, democracy SS6 Follows simple rules and routines
2. Identify symbols and practices associated with the United States of America	
a. Recognize symbols, such as the American flag	SS9 Demonstrates growing awareness of community rules, governance, democracy L22 Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
b. Recognize that the Pledge of Allegiance is a practice that happens in school	SS9 Demonstrates growing awareness of community rules, governance, democracy SS6 Follows simple rules and routines
B. Individual and Group Participation in the Political System	
1. Recognize people important to the American political system	
a. Respond to informational text read aloud to develop an awareness of the contributions made by certain individuals that are remembered during the observance of national holidays and celebrations	L2 Gains meaning by listening to stories, informational texts, directions, conversations
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	SS5 Understands family roles, relationships, rules, jobs
b. Identify the roles of members of the school, such as principal, teacher, and nurse	SS8 Tells functions of some community helpers, parents' jobs, careers
c. Identify and discuss rights, responsibilities and choices in the classroom and family	SS9 Demonstrates growing awareness of community rules, governance, democracy
Standard 2: Peoples of the National and World	History and Events, People and the Environment, Family and Community
A. Elements of Culture	
1. Identify themselves as individuals and members of families that have the same human needs as others	

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Maryland State Curriculum Framework Social Studies	FunShine Online® Learning Goals and Objectives
a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalties, such as recreation, stories, and music	SS5 Understands family roles, relationships, rules, jobs SS10 Exhibits awareness of trade to obtain goods and/or services; recognizes that money comes in different forms, such as coins, dollar bills, and credit/debit cards
b. Use personal experiences, stories, and electronic media to demonstrate understanding that all people need food, clothing, and shelter	SS10 Exhibits awareness of trade to obtain goods and/or services; recognizes that money comes in different forms, such as coins, dollar bills, and credit/debit cards L8 Shares opinions, experiences, and ideas with others with words
B. Cultural Diffusion	
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	SE9 Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest SE12 Plays cooperatively with others; resolves some conflicts, uses constructive language
Standard 3: Geography	People and the Environment, Curiosity
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	SS3 Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address
b. Recognize that a globe is a model of Earth	SS3 Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address
c. Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs	SS3 Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address
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	SS3 Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address
b. Discuss that places have human-made features, such as streets, buildings, and parks	SS3 Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address
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	AL5 Demonstrates inquisitiveness about subjects and objects

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Maryland State Curriculum Framework Social Studies	FunShine Online® Learning Goals and Objectives
	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
b. Identify ways in which people travel to various places in the community, such as bus, car, and bicycle	AL5 Demonstrates inquisitiveness about subjects and objects L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
D. Modifying and Adapting to the Environment	
1. Describe how people adapt to their immediate environment	
a. Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
Standard 4: Economics	Family and Community, People an the Environment, Self-Concept,
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	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
b. Demonstrate the ability to make a choice	SE5 Chooses new as well as familiar activities
2. Identify that materials/resources are used to make products	
a. Recognize that workers do jobs in the home and school	SS5 Understands family roles, relationships, rules, jobs SS8 Tells functions of some community helpers, parents' jobs, careers
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	M24 Experiments with puzzles and blocks to create solutions, build structures, or move through a process to reach a goal
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	SS11 Exhibits some knowledge of technology and media
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	SS10 Exhibits awareness of trade to obtain goods and/or services; recognizes that money comes in different forms, such as coins, dollar bills, and credit/debit cards
3. Identify how goods are acquired	
a. Identify that coins and bills are money b. Identify that money is used to buy goods	SS10 Exhibits awareness of trade to obtain goods and/or services; recognizes that money comes in different forms, such

Sources:

Maryland Common Core State Curriculum Frameworks (2010) Maryland State Board of Education.

Maryland State Curriculum Frameworks (2011) Maryland State Department of Education

Social Foundations Framework (2012) Maryland State Department of Education.

Maryland State Curriculum Framework Social Studies	FunShine Online® Learning Goals and Objectives
	as coins, dollar bills, and credit/debit cards
Standard 5: History	History and Events
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	SS1 Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
B. Emergence, Expansion and Changes in Nations and Empires	
C. Conflict between Ideas and Institutions	
Standard 6: Social Studies Skills and Processes	Listening, Vocabulary, Emergent Reading, Reflection, Emergent Writing, Questioning, Measurement
A. Learn to Read and Construct Meaning about Social Studies	
1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text	
a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate print and non-print sources	L2 Gains meaning by listening to stories, informational texts, directions, conversations L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
b. Discuss words and word meanings as they are encountered in texts, instruction, and conversation	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts	L2 Gains meaning by listening to stories, informational texts, directions, conversations L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
2. Use strategies to prepare for reading (before reading)	
a. Make and explain the connections made using prior knowledge and experiences with the text	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud AL9 Observes or contemplates and applies knowledge to a new situation
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
c. Set a purpose for reading the text	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read

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Maryland State Curriculum Framework Social Studies	FunShine Online® Learning Goals and Objectives
	aloud, making predictions based on text read aloud
3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)	
<ul style="list-style-type: none"> a. Recall and discuss what they understand b. Identify and question what did not make sense c. Reread difficult parts slowly and carefully and use own words to restate difficult parts d. Read on, revisit, and restate the difficult parts in your own words e. Make, confirm, or adjust predictions f. Ask and answer questions about the text g. Periodically summarize while reading h. Visualize what was read i. Look back through the text to search for connection to the topic, characters, events, and actions in text j. Explain personal connections to the topics, events, characters, and actions in texts 	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
4. Use strategies to demonstrate understanding of the text (after reading)	
<ul style="list-style-type: none"> a. Review/restate and explain what the text is mainly about b. Identify and explain what is directly stated in the text (details, literal meaning) c. Identify and explain what is not stated in the text (implied or inferential meaning) d. Summarize the text orally e. Confirm, refute, or make predictions to form new ideas f. Connect the text to prior knowledge or personal experience g. Engage in conversation to understand what has been read h. Retell explicit and implicit main ideas of texts i. Answer questions (what if, why, and how) in writing 	L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
B. Learn to Write and Communicate Social Studies Understandings	
1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	
<ul style="list-style-type: none"> a. Write to express social studies ideas using a variety of forms, such as journals, narratives, letters, and reports b. Contribute to a shared writing experience about a social studies topic c. Write a variety of responses to text, such as response logs, journals, and constructed responses 	L25 Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
2. Locate, retrieve, and use information from various sources to accomplish a purpose	
a. Identify and use sources of information on a topic	L2 Gains meaning by listening to stories, informational texts, directions, conversations

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Maryland State Curriculum Framework Social Studies	FunShine Online® Learning Goals and Objectives
b. Use note taking and organizational strategies to record and organize information	M16 Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
C. Ask Social Studies Questions	
1. Identify a topic that requires further study	
a. Identify prior knowledge about the topic	AL9 Observes or contemplates and applies knowledge to a new situation
b. Pose questions about the topic	AL5 Demonstrates inquisitiveness about subjects and objects
2. Identify a situation or problem that requires study	
a. Define the problem/situation	S4 Asks why, where, when, how, what, and seeks answers through exploration
b. Identify prior knowledge about the problem/situation	AL9 Observes or contemplates and applies knowledge to a new situation
c. Pose/Ask questions about the problem/situation	S4 Asks why, where, when, how, what, and seeks answers through exploration
D. Acquire Social Studies Information	
1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied	
a. Gather and read appropriate print sources, such as journals, textbooks, timelines, and trade books b. Read and obtain information from texts representing diversity in content and culture c. Locate and gather data and information from appropriate non-print sources, such as music, maps, graphs, photographs, and illustrations	L2 Gains meaning by listening to stories, informational texts, directions, conversations L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud A4 Knows and sings songs; uses music across learning domains
2. Engage in field work that relates to the topic/situation/ problem being studied	
a. Gather data b. Make and record observations c. Conduct surveys	M16 Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
E. Organize Social Studies Information	
1. Organize information from non-print sources	
a. Distinguish factual from fictional information	L2 Gains meaning by listening to stories, informational texts, directions, conversations
b. Find relationships between gathered information	L2 Gains meaning by listening to stories, informational texts, directions, conversations
c. Display information on various types of graphic organizers and charts	M16 Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
2. Organize information from print sources	
a. Distinguish factual from fictional information	L2 Gains meaning by listening to stories, informational texts, directions, conversations

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Maryland State Curriculum Framework Social Studies	FunShine Online® Learning Goals and Objectives
b. Find relationships between gathered information	L2 Gains meaning by listening to stories, informational texts, directions, conversations
c. Display information on various types of graphic organizers, maps, and charts	M16 Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
F. Analyze Social Studies Information	
1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines	
a. Compare information from a variety of sources	L2 Gains meaning by listening to stories, informational texts, directions, conversations
b. Compare information to prior knowledge	AL9 Observes or contemplates and applies knowledge to a new situation L2 Gains meaning by listening to stories, informational texts, directions, conversations
c. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details	S7 Uses “if/then” and “cause/effect” reasoning SS1 Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
G. Answer Social Studies Questions	
1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources	
a. Present social studies information in a variety ways, such as plays, skits, posters, songs, poems, murals, and oral presentations	L8 Shares opinions, experiences, and ideas with others with words A4 Knows and sings songs; uses music across learning domains SE11 Participates in group song, dance, acting/role-play
b. Plan and engage in school and community events, such as a mock election, playground clean-up, writing letters to community officials, and fund-raising for a cause	SS2 Engages in caring for the environment and conservation

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Maryland State Curriculum Framework for Four-Year-Olds

Science

Maryland State Curriculum Framework Science	FunShine Online® Learning Goals and Objectives
Standard 1: Skills and Processes	Observation, Questioning, Investigation, Reflection, Measurement, Numbers, Conversation, Listening, Patterns, Emergent Writing, History and Events, Relationships, Emotional Development, Reasoning, Imagination
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.	S1 Explores materials and makes observations, predictions based on information gathered from the senses
b. Seek information through reading, observation, exploration, and investigations.	S1 Explores materials and makes observations, predictions based on information gathered from the senses
c. Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data.	S6 Uses tools such as scale, magnifier, bug catcher, map, or binoculars for investigation
d. Explain that when a science investigation is done the way it was done before, we expect to get a very similar result.	S1 Explores materials and makes observations, predictions based on information gathered from the senses
e. Participate in multiple experiences to verify that science investigations generally work the same way in different places.	S1 Explores materials and makes observations, predictions based on information gathered from the senses
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).	AL10 Generates ideas, suggestions
g. Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences.	M1 Grows in rote counting and sequencing of numbers M14 Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) L8 Shares opinions, experiences, and ideas with others with words
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.	L8 Shares opinions, experiences, and ideas with others with words
b. Develop reasonable explanations for observations made, investigations completed, and information gained by sharing ideas and listening to others' ideas.	L8 Shares opinions, experiences, and ideas with others with words

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Maryland State Curriculum Framework Science	FunShine Online® Learning Goals and Objectives
	L2 Gains meaning by listening to stories, informational texts, directions, conversations
c. Explain why it is important to make some fresh observations when people give different descriptions of the same thing.	L8 Shares opinions, experiences, and ideas with others with words
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.	L8 Shares opinions, experiences, and ideas with others with words
b. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.	L8 Shares opinions, experiences, and ideas with others with words M9 Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
c. Draw pictures that correctly portray at least some features of the thing being described and sequence events (seasons, seed growth).	L21 Shows interest in written expression: scribbling, drawing a person SS1 Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
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.	SE9 Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
e. Recognize that everybody can do science and invent things and ideas.	SE17 Shows empathy and caring to others, respond to others emotions S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
D. Technology	
1. Design and make things with simple tools and a variety of materials.	
a. Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task.	AL1 Shows creativity, flexibility, and inventiveness in play experiences S1 Explores materials and makes observations, predictions based on information gathered from the senses
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.	S6 Uses tools such as scale, magnifier, bug catcher, map, or binoculars for investigation
c. Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like.	M24 Experiments with puzzles and blocks to create solutions, build structures, or move through a process to reach a goal S1 Explores materials and makes observations, predictions based on information gathered from the senses
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)	S1 Explores materials and makes observations, predictions based on information gathered from the senses

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Maryland State Curriculum Framework Science	FunShine Online® Learning Goals and Objectives
may be worse in other ways (such as heavier and harder to cut).	
e. Explain that sometimes it is not possible to make or do everything that is designed.	S1 Explores materials and makes observations, predictions based on information gathered from the senses
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 b. Explain that something may not work if some of its parts are missing c. Explain that when parts are put together, they can do things that they couldn't do by themselves.	S1 Explores materials and makes observations, predictions based on information gathered from the senses
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. b. Realize that one way to describe something is to say how it is like something else.	S1 Explores materials and makes observations, predictions based on information gathered from the senses S8 Makes comparisons among objects and groups
E. History of Science	
Standard 2: Earth/Space Science	Observation, Conversation
A. Materials and Processes That Shape a Planet	
B. Earth History	
C. Plate Tectonics	
D. Astronomy	
E. Interactions of Hydrosphere and Atmosphere	
2. Describe the weather using observations.	
a. Observe and describe the weather using senses.	S1 Explores materials and makes observations, predictions based on information gathered from the senses S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
b. Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics L8 Shares opinions, experiences, and ideas with others with words
Standard 3: Life Science	Observation, Investigation,
A. Diversity of Life	
1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different.	
a. Gather information about how some animals are alike in the way they look and in the things they do. b. Gather information about how some plants are alike in the way they look and in the things they do.	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics

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Maryland State Curriculum Framework Science	FunShine Online® Learning Goals and Objectives
<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>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>S8 Makes comparisons among objects and groups</p>
B. Cells	
C. Genetics	
<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>b. Describe how offspring are very much, but not exactly, like their parents and like one another.</p>	<p>S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics</p> <p>S8 Makes comparisons among objects and groups</p>
D. Evolution	
E. Flow of Matter and Energy	
F. Ecology	
Standard 4: Chemistry	Observation, Investigation
A. Structure of Matter	
<p>1. Use evidence from investigations to describe the observable properties of a variety of objects.</p>	
<p>a. Examine and describe a variety of familiar objects in terms of the materials from which they are made (clay, cloth, paper, etc).</p> <p>b. Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture).</p>	<p>S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics</p> <p>S8 Makes comparisons among objects and groups</p>
B. Conservation of Matter	
C. States of Matter	
D. Physical and Chemical Changes	
Standard 5: Physics	
N/A	
Standard 6: Environmental Science	
N/A	

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Maryland State Curriculum Framework for Four-Year-Olds

Physical Education

Maryland State Curriculum Framework Physical Education	FunShine Express Goals and Objectives
Standard 1: Skillfulness	Gross Motor, Spatial Relations, Observation
A. Fundamental Movement	
1. Show fundamental movement skills.	
a. Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping.	PD5 Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
b. Use general spatial awareness and self-space awareness in physical activity.	M22 Uses simple directions to move from place to place: obstacle course, directional games, hopscotch
c. Demonstrate non-locomotor skills of bending and stretching.	PD7 Develops strength, flexibility, and stamina through vigorous play and by using equipment
B. Creative Movement	
1. Show creative movement.	
a. Identify different body parts and demonstrate a variety of ways they can move.	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
b. Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns.	M20 Understands directions/positional concepts: top/bottom, go/stop, far/near, up/down, over/under, out/in, above/below, in front/behind, inside/outside, etc.
C. Skill Themes	
1. Show skill themes.	
a. Demonstrate rolling a ball at an object. b. Demonstrate throwing a ball. c. Demonstrate striking a lightweight object with different body parts.	PD6 Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping
Standard 2: Biomechanical Principles	Gross Motor
A. Effects on Objects	
1. Identify ways that people and objects move.	
a. Show how a body moves fast and slow.	PD6 Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping
b. Show how to move a body forward, backward, and sideways in open space.	PD5 Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
B. Balance	
1. Identify balance through movement.	
a. Show the ability to balance on one or more body parts.	PD5 Demonstrates balance and control of large muscles: walking forward,

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Maryland State Curriculum Framework Physical Education	FunShine Express Goals and Objectives
	backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
Standard 3: Motor Learning Principles	Gross Motor, Self-Care
A. Appropriate Practices	
1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.	
a. Show basic motor skills, using imitation, as a means for motor skill improvement.	<p>PD5 Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet</p> <p>PD6 Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping</p>
B. Corrective Feedback	
1. Identify the importance of corrective feedback on performance.	
a. Use verbal and visual cues to improve skill performance.	<p>PD16 Demonstrates visual and auditory ability and general good health and sleep habits to enable learning</p> <p>PD6 Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping</p>
Standard 4: Exercise Physiology	Self-Care, Gross Motor
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.	PD14 Participates in a variety of physical activities; exhibits increasing awareness of the importance of exercise
B. FITT Guidelines	
C. Components of Fitness	
1. Identify the components of fitness.	
a. List and demonstrate activities that promote fitness for a healthy lifestyle.	<p>PD6 Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping</p> <p>PD14 Participates in a variety of physical activities; exhibits increasing awareness of the importance of exercise</p>
D. Benefits of Physical Activity	
1. Recognize the benefits of physical activity.	
a. Specify the physical benefits of exercise.	PD14 Participates in a variety of physical activities; exhibits increasing awareness of the importance of exercise

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Maryland State Curriculum Framework Physical Education	FunShine Express Goals and Objectives
	PD6 Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping
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.	PD9 Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food
F. Exercise Adherence	
1. Recognize the factors influencing daily physical activity.	
a. Identify and perform physical activities that are fun, enjoyable, and promote fitness.	PD7 Develops strength, flexibility, and stamina through vigorous play and by using equipment
Standard 5: Physical Activity	
Gross Motor	
A. Aerobic Fitness	
1. Identify and show individual aerobic capacity/cardio respiratory fitness.	
a. Demonstrate activities that improve aerobic capacity/cardio respiratory fitness.	PD7 Develops strength, flexibility, and stamina through vigorous play and by using equipment
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.	PD7 Develops strength, flexibility, and stamina through vigorous play and by using equipment
C. Flexibility	
1. Identify and show activities for flexibility.	
a. Demonstrate activities that improve flexibility through play.	PD7 Develops strength, flexibility, and stamina through vigorous play and by using equipment
Standard 6: Social Psychological Principles	
Spatial Relations, Relationships	
A. Safety in Physical Activity	
1. Demonstrate safety in physical activity settings.	
a. Use personal and general space safely in a physical activity setting to avoid injury.	M20 Understands directions/positional concepts: top/bottom, go/stop, far/near, up/down, over/under, out/in, above/below, in front/behind, inside/outside, etc. PD15 Follows basic safety and health rules PD7 Develops strength, flexibility, and stamina through vigorous play and by using equipment
B. Effort and Improvement	
C. Cooperation and Responsibility	
1. Identify relationships and behavioral skills to develop a sense of community in physical activity settings.	
a. Imitate socially acceptable behaviors of cooperation, respect, and responsibility to interact positively with others.	SE4 Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits

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Maryland State Curriculum Framework for Four-Year-Olds

Health

Maryland State Curriculum Framework Health	FunShine Express Goals and Objectives
Standard 5.0 Safety and Injury Prevention	Self-Care
A. Emergencies	
1. Recognize how to respond appropriately to emergency situations.	
a. Identify how to respond to emergency situations such as tell an adult and call 911.	PD15 Follows basic safety and health rules SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
Standard 6.0 Nutrition and Fitness	
A. Responses to Food	
1. Identify the relationship between food and the senses	
a. Recognize that foods have different tastes, such as sweet, sour, bitter, and salty.	PD9 Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food
E. Food and Health	
1. Recognize the relationship between food and health.	
a. Tell why the body needs food.	PD9 Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food

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Maryland State Curriculum Framework for Four-Year-Olds

Fine Arts

Maryland State Curriculum Framework Fine Arts	FunShine Express Goals and Objectives
Dance	Movement and Dance, Vocabulary, Family and Community, History and Events, Spatial Relations
Standard 1: Perceiving, Performing, and Responding: Aesthetic Education	
1. Demonstrate knowledge of how elements of dance are used to communicate meaning	
a. Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings	A8 Designs original movements and interpretations; uses creative movement and dance across learning domains
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	A7 Participates in creative movement and dance A8 Designs original movements and interpretations; uses creative movement and dance across learning domains
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement	
a. Explore locomotor and non-locomotor movements using kinesthetic awareness b. Respond to feedback related to timing while executing locomotor and non-locomotor movements c. Perform and name selected dance movements d. Reproduce movement demonstrated by the teacher	A7 Participates in creative movement and dance A8 Designs original movements and interpretations; uses creative movement and dance across learning domains
3. Respond to dance through observation, experience, and analysis	
a. Apply the language of dance to observed movement	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains A7 Participates in creative movement and dance A8 Designs original movements and interpretations; uses creative movement and dance across learning domains
b. Explore the uses of dance movements	A7 Participates in creative movement and dance
Standard 2.0 Historical, Cultural, and Social Context	
1. Demonstrate knowledge of dances from a variety of cultures	
a. View dances from other cultures b. Perform selected traditional dances from various cultures	SS7 Shows awareness of diverse backgrounds, cultural/global knowledge A7 Participates in creative movement and dance
2. Relate dance to history, society, and personal experience	
a. View and discuss selected contemporary and historical dance styles from other times and places and label them as old or new	SS1 Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines

Sources:

Maryland Common Core State Curriculum Frameworks (2010) Maryland State Board of Education.

Maryland State Curriculum Frameworks (2011) Maryland State Department of Education

Social Foundations Framework (2012) Maryland State Department of Education.

Maryland State Curriculum Framework Fine Arts	FunShine Express Goals and Objectives
	such as bedtime, lunchtime, morning, night, etc
b. Create movements that express specific moods	A8 Designs original movements and interpretations; uses creative movement and dance across learning domains
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	A8 Designs original movements and interpretations; uses creative movement and dance across learning domains
Standard 3.0 Creative Expression and Production	
1. Develop the ability to improvise dance	
a. Improvise movements to communicate ideas and concepts b. Use improvisation to link two or more locomotor or non-locomotor movements c. Communicate ideas from stories, poems, or songs, using improvisation	A8 Designs original movements and interpretations; uses creative movement and dance across learning domains
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 b. Demonstrate movement effects using repetition c. Use dance movement to tell stories	A8 Designs original movements and interpretations; uses creative movement and dance across learning domains
3. Develop knowledge and execution of performance competencies in dance	
a. Recognize how specific performance competencies, such as maintaining formation, maintaining personal space, entrance and exit, affect dance presentation	M20 Understands directions/positional concepts: top/bottom, go/stop, far/near, up/down, over/under, out/in, above/below, in front/behind, inside/outside, etc. A7 Participates in creative movement and dance A8 Designs original movements and interpretations; uses creative movement and dance across learning domains
b. Complete simple dances from beginning to end, following cues or models	A7 Participates in creative movement and dance
Standard 4.0 Aesthetics and Criticism	
1. Identify and apply criteria to evaluate choreography and performance	
a. Recognize and describe locomotor and non-locomotor movements in dance performances	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains A7 Participates in creative movement and dance
b. Recognize selected characteristics of the elements of dance, such as body parts and positions, shapes and levels, and tempo, in performances	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains

Sources:

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Social Foundations Framework (2012) Maryland State Department of Education.

Maryland State Curriculum Framework Fine Arts	FunShine Express Goals and Objectives
c. Demonstrate audience behaviors that are respectful of the performers	SE4 Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits AL2 Takes on various roles in make-believe play
Music	Music, Spatial Relations, Family and Community, Vocabulary, Self-Concept
Standard 1.0 Perceiving, Performing, and Responding: Aesthetic Education	
1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment	
a. Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines b. Respond to repeated patterns heard in music c. Respond to changes heard in music: fast/slow, loud/soft(quiet), long/short, high/low d. Explore sounds in selected environments such as classroom, playground, field trip, cafeteria	A6 Uses and shows interest in a variety of musical instruments for expression A5 Explores with sound, melody, tone, rhythm, beat
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 b. Listen to examples of adult male voices, adult female voices, and children's voices c. Wait and listen before imitating rhythmic and melodic patterns d. Explore steady beat through singing, speaking, and playing classroom instruments	A4 Knows and sings songs; uses music across learning domains A5 Explores with sound, melody, tone, rhythm, beat
3. Respond to music through movement	
a. Express music through movement, developing the concept of personal space ("bubble space")	A5 Explores with sound, melody, tone, rhythm, beat A7 Participates in creative movement and dance
b. Respond to steady beat through locomotor and non-locomotor movement	A5 Explores with sound, melody, tone, rhythm, beat A7 Participates in creative movement and dance
c. Listen for simple directions or verbal cues in singing games	M22 Uses simple directions to move from place to place: obstacle course, directional games, hopscotch A5 Explores with sound, melody, tone, rhythm, beat
d. Explore a variety of locomotor and non-locomotor movements to show meter	A5 Explores with sound, melody, tone, rhythm, beat A6 Uses and shows interest in a variety of musical instruments for expression A7 Participates in creative movement and dance
4. Experiment with standard and individually created symbols to represent sounds	A5 Explores with sound, melody, tone, rhythm, beat
Standard 2.0 Historical, Cultural, and Social Context	

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Maryland State Curriculum Framework Fine Arts	FunShine Express Goals and Objectives
1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression	
a. Explore music used in daily living	A4 Knows and sings songs; uses music across learning domains
b. Sing songs representative of different activities, holidays, and seasons in a variety of world cultures	A4 Knows and sings songs; uses music across learning domains A5 Explores with sound, melody, tone, rhythm, beat SS7 Shows awareness of diverse backgrounds, cultural/global knowledge
2. Become acquainted with the roles of music in the lives of people	
a. Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies	A4 Knows and sings songs; uses music across learning domains SS7 Shows awareness of diverse backgrounds, cultural/global knowledge
3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines	
a. Explore creative expression through music as it relates to dance, creative dramatics, and the visual arts	A4 Knows and sings songs; uses music across learning domains
b. Participate in music activities that emphasize alphabet recognition, spatial relationships, and counting	A4 Knows and sings songs; uses music across learning domains
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	A4 Knows and sings songs; uses music across learning domains A5 Explores with sound, melody, tone, rhythm, beat
Standard 3.0 Creative Expression and Production	
1. Develop confidence in the ability to improvise music through experimentation with sound	
a. Experiment with sound patterns through exploration of classroom instruments b. Use the voice to improvise animal and environmental sounds	A5 Explores with sound, melody, tone, rhythm, beat
2. Investigate composing music through experimentation with sound and the tools of composition	
a. Explore the use of pictorial representations for sound b. Use body percussion to create sound patterns	A5 Explores with sound, melody, tone, rhythm, beat
Standard 4.0 Aesthetics and Criticism	
1. Express preferences about selected musical compositions	
a. Verbalize or use visual representation for at least one reason for musical preference	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics

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Social Foundations Framework (2012) Maryland State Department of Education.

Maryland State Curriculum Framework Fine Arts	FunShine Express Goals and Objectives
Theatre	Listening, Dramatic Play, Relationships, Music, Communicating, Imagination, Emergent Reading
Standard 1: Perceiving and Responding	
1. Describe ways that theatre depicts themes and stories	
a. Listen to and perform nursery rhymes and finger plays, popular children's books, and other media	L4 Listens and responds to rhymes and rhythms
b. Explore themes and ideas about people and events through improvisational play	A9 Participates in creative dramatic play and make-believe
c. Explore roles and behaviors associated with family and community	SE7 Uses play to explore and practice social roles and relationships A9 Participates in creative dramatic play and make-believe
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	SE11 Participates in group song, dance, acting/role-play
Standard 2.0 Historical, Cultural, and Social Context	
1. Express a range of responses to a variety of stimuli	
a. Listen to and imitate sounds in the environment	A5 Explores with sound, melody, tone, rhythm, beat L1 follows 2 and 3 step directions of increasing complexity
b. Sing and move to a variety of children's songs from a variety of cultures	A4 Knows and sings songs; uses music across learning domains
2. Demonstrate knowledge of theatrical conventions as performers and as an audience	
a. Listen to and retell familiar stories	L2 Gains meaning by listening to stories, informational texts, directions, conversations L8 Shares opinions, experiences, and ideas with others with words
b. Create accompaniment to stories using natural and human made sounds	A5 Explores with sound, melody, tone, rhythm, beat
Standard 3.0 Creative Expression and Production	
1. Use a variety of theatrical elements to communicate ideas and feelings	
a. Pantomime characters from books or rhymes	A9 Participates in creative dramatic play and make-believe
b. Use sound effects, costumes, and properties to enhance dramatic activities	A10 Uses props to enhance play environment
c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements	A8 Designs original movements and interpretations; uses creative movement and dance across learning domains
d. Improvise roles and behaviors associated with a variety of domestic animals and wildlife	AL2 Takes on various roles in make-believe play AL1 Show creativity, flexibility, and inventiveness in play experiences.
2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	

Sources:

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Maryland State Curriculum Framework Fine Arts	FunShine Express Goals and Objectives
<p>a. Recognize that a play has characters, dialogue, setting(s), and tells a story</p> <p>b. Observe and identify what characters do in a variety of settings</p> <p>c. Imitate the actions of observed characters and objects</p>	<p>L2 Gains meaning by listening to stories, informational texts, directions, conversations</p> <p>SE11 Participates in group song, dance, acting/role-play</p> <p>SE10 Interacts with one or more children; develops special friendships</p>
Standard 4.0 Aesthetics and Criticism	
1. Identify, describe, and apply criteria to assess individual and group theatre processes	
<p>a. Observe and respond to theatrical experiences as participants and audience members</p>	<p>SE4 Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits</p> <p>A9 Participates in creative dramatic play and make-believe</p> <p>A10 Uses props to enhance play environment</p>
<p>b. Identify favorite television shows and movies</p>	<p>SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics</p>
2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre	
<p>a. Identify and discuss characters in stories</p>	<p>L16 Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud</p>
Visual Arts	
Standard 1.0 Perceiving and Responding: Aesthetic Education	
1. Identify, describe, and interpret observed form	
<p>a. Identify colors, lines, and shapes found in the environment</p> <p>b. Use colors, lines, and shapes to communicate ideas about the observed world</p>	<p>M9 Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons</p> <p>A1 Uses a variety of art materials for exploration, and across learning domains</p>
2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine	
<p>a. Identify the subject matter of various works of art</p>	<p>A3 Appreciates artistic creations of others and art events; shares opinions about likes and dislikes</p>
<p>b. Use color, line, and shape to represent ideas visually from observation, memory, and imagination</p>	<p>A1 Uses a variety of art materials for exploration, and across learning domains</p> <p>A2 Creates something unique from other children: creative, imaginative work</p>
3. Experiment with the elements of art and principles of design to develop personally meaningful compositions	

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Maryland State Curriculum Framework Fine Arts	FunShine Express Goals and Objectives
<p>a. Explore and discuss how color, line, and shape are used in artworks</p> <p>b. Use color, line, and shape to make artworks</p>	<p>A3 Appreciates artistic creations of others and art events; shares opinions about likes and dislikes</p> <p>A1 Uses a variety of art materials for exploration, and across learning domains</p> <p>A2 Creates something unique from other children: creative, imaginative work</p>
Standard 2.0 Historical, Cultural, and Social Context	
1. Determine ways in which works of art express ideas about self, other people, places, and events	
<p>a. Observe works of art and identify ideas expressed by the artists</p>	<p>A3 Appreciates artistic creations of others and art events; shares opinions about likes and dislikes</p>
<p>b. Use selected works of art as inspiration to express ideas visually and verbally</p>	<p>A2 Creates something unique from other children: creative, imaginative work</p>
2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information	
<p>a. Discuss and describe artworks with common themes or similar ideas expressed</p> <p>b. Describe and share personal artworks</p>	<p>A3 Appreciates artistic creations of others and art events; shares opinions about likes and dislikes</p>
3. Differentiate among works by artists representative of different cultures	
<p>a. Discuss the subject matter of selected artworks from different cultures</p>	<p>SS7 Shows awareness of diverse backgrounds, cultural/global knowledge</p>
4. Describe processes used to interpret and express ideas in the visual arts and other disciplines	
<p>a. Identify the visual qualities of works of art and the environment</p> <p>b. Explore and use a variety of visual arts processes to express ideas</p>	<p>A3 Appreciates artistic creations of others and art events; shares opinions about likes and dislikes</p> <p>A1 Uses a variety of art materials for exploration, and across learning domains</p> <p>A2 Creates something unique from other children: creative, imaginative work</p>
Standard 3.0 Creative Expression and Production	
1. Create images and forms from observation, memory, imagination, and feelings	
<p>a. Explore art media, processes, and techniques</p>	<p>A1 Uses a variety of art materials for exploration, and across learning domains</p> <p>A2 Creates something unique from other children: creative, imaginative work</p>
<p>b. Manipulate art media, materials and tools safely</p>	<p>PD15 Follows basic safety and health rules</p> <p>A2 Creates something unique from other children: creative, imaginative work</p>
<p>c. Create artworks that explore the uses of color, line, and shape, to express ideas and feelings</p>	<p>A1 Uses a variety of art materials for exploration, and across learning domains</p> <p>A2 Creates something unique from other children: creative, imaginative work</p>

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Maryland State Curriculum Framework Fine Arts	FunShine Express Goals and Objectives
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel	
a. Explore ways images communicate ideas and feelings	A1 Uses a variety of art materials for exploration, and across learning domains A2 Creates something unique from other children: creative, imaginative work
b. Identify color, line, and shape in artworks	A3 Appreciates artistic creations of others and art events; shares opinions about likes and dislikes
Standard 4.0 Aesthetics and Criticism	
1. Develop and apply criteria to analyze personally created artworks and the artworks of others	
a. Observe and respond to selected artworks	A3 Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

Sources:

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Social Foundations Framework for Four-Year-Olds

Social Foundations Framework	FunShine Online® Learning Goals and Objectives
Social Emotional Regulation	Self-Concept, Relationships, Emotional Development
A. Demonstrates Healthy Self-Confidence	
1. Demonstrates independence in a range of routines and tasks	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
2. Demonstrates age-appropriate independence in decision-making	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
B. Initiates and Maintains Relations	
1. Expresses, understands, and responds to feelings (emotions) of others	SE17 Shows empathy and caring to others, respond to others emotions
C. Initiates and Maintains Relationships	
1. Plays of works with others cooperatively	SE12 Plays cooperatively with others; resolves some conflicts, uses constructive language SE9 Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
2. Recognizes differences or similarities between self as compared to others	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
3. Shows ability to resolve conflicts	SE12 Plays cooperatively with others; resolves some conflicts, uses constructive language
Approaches to Learning and Executive Functioning	Self-Concept, Persistence, Reflection, Family and Community, Imagination, Curiosity, Relationships, Dramatic Play, Investigation
A. Self-Regulation/Inhibitory Control	
1. Control Impulses 2. Resist Temptation 3. Refrains from emotional outbursts and unsafe behaviors	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
4. Attentiveness – Resists distraction to maintain focus on tasks of interest to the child	AL8 Usually completes reasonable tasks or stays engaged
5. Attentiveness – Resists distraction to maintain focus on tasks set by someone else	AL7 Works at a task despite distractions or interruptions
B. Working Memory	
1. Demonstrate the ability to hold and manipulate information	AL9 Observes or contemplates and applies knowledge to a new situation
C. Cognitive Flexibility	
1. Can flexibly apply rules to games and behavior	SS6 Follows simple rules and routines
2. Flexible problem solving-seeks multiple solutions to a question, task, or problem.	AL3 Uses new strategies to solve problems
D. Initiative and Curiosity	
1. Desire to learn – asks questions and seeks new information 2. Desire to learn – interest in challenges 3. Independence in learning – plans and initiates projects	AL5 Demonstrates inquisitiveness about subjects and objects AL11 Makes a plan before beginning a task and follows through

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Social Foundations Framework	FunShine Online® Learning Goals and Objectives
E. Demonstrates Persistence	
i. Persists in an activity from start to finish (complete a task) - independently	AL8 Usually completes reasonable tasks or stays engaged
ii. Persists in the face of failure	AL6 Is not easily discouraged, seeks help to overcome problems
F. Demonstrates Cooperation	
1. Positively participates in cooperative play	SE12 Plays cooperatively with others; resolves some conflicts, uses constructive language
G. Understanding and complying with classroom rules, routines, and expectations	
1. Follows routines, rules, and directions	SS6 Follows simple rules and routines
2. Ability to transition	
i. Demonstrates the ability to stop one activity and start another	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
ii. Demonstrates the ability to adapt to new environments with appropriate behaviors with adult support.	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
3. Demonstrates appropriate use of materials or belongings and those of others	SE4 Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits
H. Demonstrates cognitive flexibility	
1. Understands symbolic representation	
i. Represents people, places, or things through drawings, movement, and three-dimension objects	A10 Uses props to enhance play environment
ii. Engages in pretend play and acts out roles	SE7 Uses play to explore and practice social roles and relationships
iii. Recognizes cause and effect	S7 Uses “if/then” and “cause/effect” reasoning

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