Maryland Model for School Readiness (MMSR)

Framework and Standards for Kindergarten

Maryland State Department of Education
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Investing in Quality Early Childhood Education in Maryland

National Education Goal #1

National Education Goal #1, Children Entering School Ready to Learn, was created to ensure that all children will have an opportunity to enhance their skills, knowledge, and abilities by participating in classrooms that are sensitive to community values, recognize individual differences, reinforce and extend their strengths, and assist them in overcoming their difficulties.

All across the nation, many states are in the process of reforming the early child care and education system to improve the early learning conditions and services for young children. Based on research that confirms the importance of early years for social, cognitive, language, artistic, and physical development, the first five year's of a child's life are essential for establishing a foundation for learning and school success[1].

The Maryland General Assembly and the State's Executive Departments agreed that Maryland has to do more to ensure that young children receive quality, early learning opportunities. They assert that the state has to invest resources and build the infrastructure to enhance children's readiness for school.

The General Assembly wants to learn what Maryland's children know and are able to do as they enter kindergarten, i.e., the end of the first quarter of the kindergarten year.

Since the vast majority of young children attend public school, kindergarten, teachers are the primary source of providing this information. Kindergarten teachers are competent and qualified professionals whose judgment on children's skills and abilities is valued.

[1] Maryland State Department of Education (2003). Maryland Model for School Readiness – Research and Policy. Baltimore: Author

Early Childhood Curriculum and Assessment

Vision Statement

In Maryland, all young children will be provided with opportunities that have a positive impact on their success in school. School readiness is a continuum that begins at birth. Experiences should promote social and emotional development, cognition and general knowledge, language development, and physical well-being and motor development. The individual needs and strengths of every young child will be continually assessed to facilitate frequent adjustments and supplements to instruction.

The Maryland Model for School Readiness (MMSR) describes a framework that defines what preschool and kindergarten children should know and be able to do during their early years, and how professionals and parents ensure quality early learning opportunities. Professionals are guided by the framework when developing or selecting early childhood curricula, implementing evidence-based instruction, and promoting assessment practices which are aligned with the state's content standards, curriculum, and classroom instruction.

Early childhood professionals also share accountability for the results of providing early learning opportunities. Any assessment, determining such results, are rooted in each practitioner's interaction with the young child as a learner. This relationship defines an in-depth understanding for the strengths and needs of individual learners, and informs motivation for learning, instruction, and interventions.

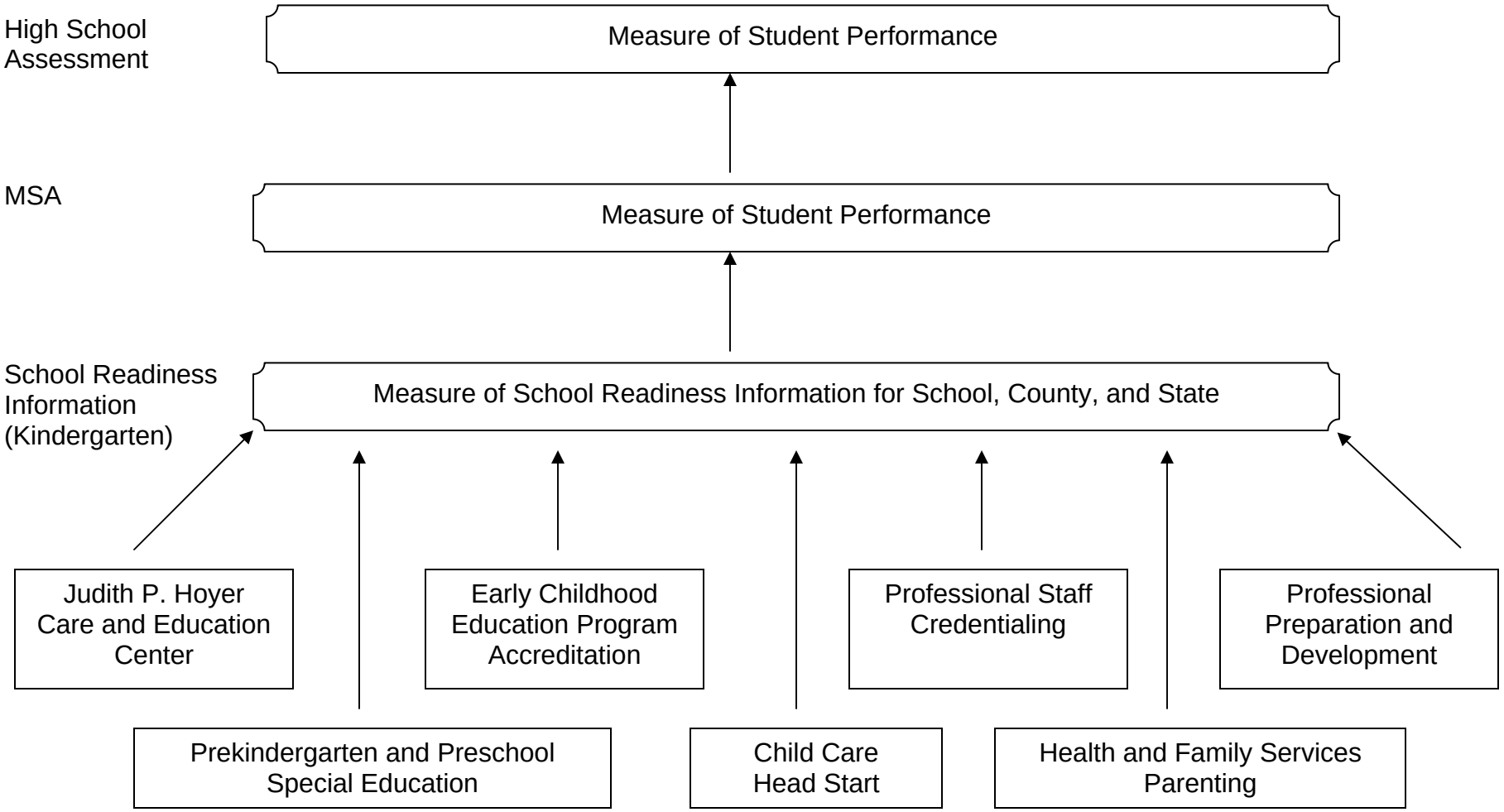
The young child's input, reflections, and self-evaluations are essential to the process of assessment. Families, teachers, and others who interact regularly with the young child also contribute to valid assessment techniques. Families, schools, and communities are partners in preparing Maryland's young children to become life-long learners and contributing members of society.

The assessment of young children should promote learning, not simply measure it. Young children have the ability to work through activities, to solve problems, to work independently, and to reflect on their thinking. Young children are active, spontaneous, creative, curious, and capable of self-direction. Therefore, instruction and assessment must capitalize on these qualities.

Assessment of young children should use a variety of methods, including performance-based assessments, systematic and ongoing observation, and a collection of young children's work over time. As mentioned before, the assessment should involve families, caregivers, teachers, and children themselves; it should occur over time in a natural setting and provide equitable opportunities to respond in a variety of modes.

Investing in Quality Early Childhood Education in Maryland

Goal: To Provide a Statewide Approach to Enhance School Readiness
Overview



Investing in Quality Early Childhood Education in Maryland

Goal: To Provide a Statewide Approach to Enhance School Readiness

Judy P. Hoyer Care and Education Centers

- Models of comprehensive early childhood education programs (i.e., prekindergarten, kindergarten, preschool special education, Maryland Infants and Toddlers Program, Head Start, child care)
- Early idendentification and intervention
- Family support (e.g., home visiting, parenting sessions)
- Family preservation and support (e.g., child abuse and prevention, foster care)
- Health system (e.g., Early Periodic Screening, Diagnostic, and Treatment, mental, dental health and nutrition)
- Family Literacy (e.g., adult education, parenting)

Early Childhood Education Program Accreditation

- Strategy for universal access to high quality early childhood education programs including:
    - Public School prekindergarten and kindergarten
    - Center-based child care and Head Start
    - Family Child Care

Professional Credentialing

- Improved qualifications of child care providers by Maryland Child Care Credentialing System
- Tuition

Professional Preparation and Development

- Improved professionalization of early childhood education
- Continued professional development opportunities for early childhood personnel
- Early Childhood partners such as Head Start are included

Introduction to the Maryland Model for School Readiness (MMSR)

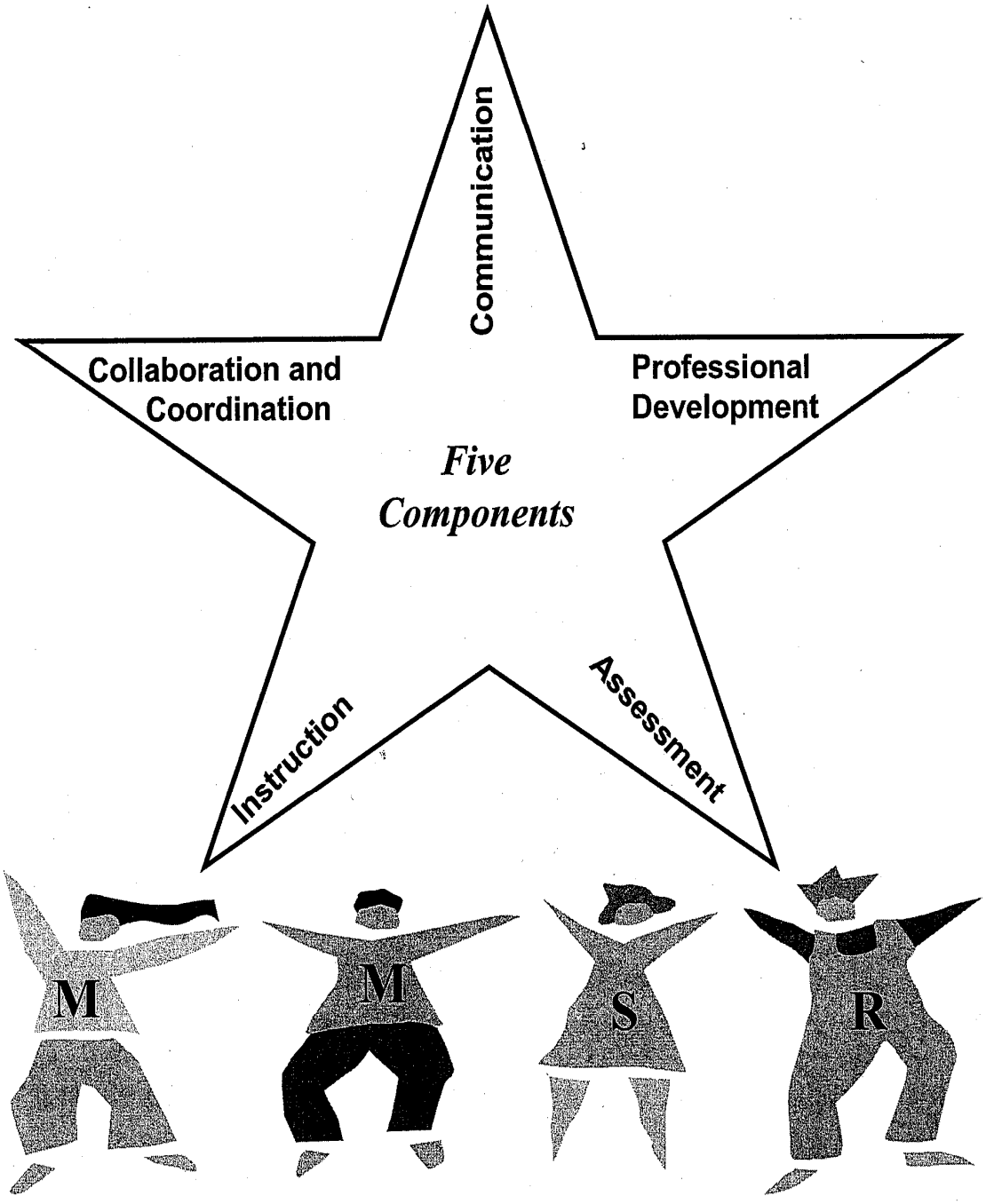
The goal of the MMSR is to provide a statewide approach to enhance school readiness.

The purpose of the MMSR is to improve the performance of kindergarten, prekindergarten, and preschool special education students by providing intensive professional development for teachers and other early childhood providers such as Head Start and child care.

MMSR was established to promote:

- The National Education Goal #1, the "readiness" goal, which calls for all children to start school ready to learn
- Each local school system's need to integrate prekindergarten, kindergarten, and preschool special education into the school improvement efforts
- Each early child care and education program aligning curricular objectives which are specified and integrated across domains
- Early educators' need to effectively provide more individualized instruction
- Young children need to receive the ongoing support necessary to be better prepared to master the complex demands of formal schooling
- Communication among teachers, early care providers, and families about each child's specific strengths and needs as part of the transition from early care and education to primary level education

Maryland Model for School Readiness



MMSR Framework

MMSR is a **framework** to assist early educators in instructing and assessing young children in the knowledge, skills and behaviors they need to be prepared for the learning demands of formal schooling.

The MMSR framework defines what children should know and be able to do by the end of kindergarten. It encompasses the following:

- Maryland's definition of "school readiness;"
- Learning standards, indicators, and objectives for prekindergarten and kindergarten; and
- Systemic assessment method which supports classroom instruction using the Work Sampling System™ (WSS) or compatible assessment systems.[2]

[2] Anne Arundel, Harford, and Montgomery Counties are using MMSR compatible assessment systems.

MMSR School Readiness

Definition

MMSR defines school readiness as the state of early development that enables an individual child to engage in and benefit from early learning experiences. As a result of family nurturing and interactions with others, a young child in this stage has reached certain levels of social and emotional development, cognition and general knowledge, language development, and physical well-being and motor development. School readiness acknowledges individual approaches toward learning as well as the unique experiences and backgrounds of each child.

MMSR
Definitions

Dimension:

A broad area or domain of a child's growth and learning.

Standard:
A broad, measurable statement of what students should know and be able to do for all VSC content standards for reading, math, science, social studies, arts, and physical education/health and standards for personal and social development: something that can be measured (not yet reflected in the VSC).

Indicator:
Further delineation of a standard that is a measurable description of student performance related to attaining a specified standard.

WSS
Work Sampling System™ indicators that align with MMSR/VSC indicators

Objective:
Further delineation of an indicator that is a precise statement of what students should know and be able to do. It is intended to be used to guide teachers in planning for instruction.

WSS Prompts (in italics):

WSS - Indicates one of the 30 WSS indicators used to collect school readiness data

- WSS – Indicates one of the WSS indicators which are not part of the school readiness data

Relationships of MMSR Standards and
WSS Assessment Domains

MMSR/WSS Alignment

MMSR Standards	Work Sampling System Domains
Personal and Social Development	Personal and Social Development
Language and Literacy Development	Language and Literacy
Cognition and General Knowledge • Mathematics • Science • Social Studies • The Arts	Mathematical Thinking Scientific Thinking Social Studies The Arts
Physical Development and Health • Physical Education • Health Education	Physical Development and Health

Maryland Model for School Readiness
Personal and Social Development

A direct relationship exists between a child's personal and social well-being and overall success in school and life. Personal development is a complex process involving range and intensity of emotional reactions, perception of emotions in self and others, and behavioral expressions of emotions. Personal development occurs through the interaction of a child's temperament with his or her experiences.

Social development is an ongoing process of skill acquisition and mastery involving cognition, language, emotions, and perception. Social functioning is demonstrated by how a child interacts with others both verbally and non-verbally in difficult situations, through gestures, body language, and graphic or written expression.

A child's personal and social well-being is manifested in school by effective personal and social functioning. These characteristics are shaped and reflected in a child's background of culture and experience. A child expresses healthy personal and social functioning through respectful interpersonal relationships, responsible actions, accountability for those actions, and motivated learning.

Personal and Social Development

STANDARD: 1.0 PERSONAL SELF-REGULATION- Students will demonstrate effective personal functioning in group settings and as individuals.

Indicators	Objectives
A. Self Concept and Control	a. Attempt new play and learning experiences independently and purposefully b. Know resources are available in the classroom and how to use them
1. Demonstrate healthy self-confidence. • *WSS 1 A1 Demonstrates self-confidence.*	
2. Use coping skills independently. • *WSS 1 B3 Manages transitions and adapts to changes in routine.* • *WSS 1 C2 Sustains attention to a task, persevering even after encountering difficulty.* • *WSS 1 E1 Seeks adult help and begins to use simple strategies to resolve conflicts.*	a. State needs, wants, and feelings verbally to others b. Persevere with tasks using alternate solutions
3. Show self-direction in familiar and unfamiliar settings. *WSS I A2 Shows initiative and self-direction.*	a. Make choices independently and pursue tasks with intention b. Care for own belongings independently
4. Follow classroom rules and routines. *WSS I B1 Follows classroom rules and routines.*	a. Identify reasons for classroom and school rules, such as maintaining order and keeping everything safe b. Recognize some rules which ensure fair treatment of everyone c. Plan routine activities in the classroom independently
5. Use classroom materials appropriately. *WSS I B2 Uses classroom materials purposefully and respectfully.*	a. Use materials with appropriate intention and purpose b. Put away classroom materials independently after use

STANDARD: 2.0 SOCIAL SELF-REGULATION- Students will demonstrate effective social functioning in group settings and as individuals.

Indicators	Objectives
A. Interaction with others	a. Initiate conversation with peers and familiar adults b. Take turns when working in groups c. Share materials and equipment *d.* Offer verbal suggestions when solving interaction conflicts
1. Initiate and maintain relationships with peers and adults. WSS I D1 *Interacts easily with one or more children.* • *WSS 1 D 2 Interacts easily with familiar adults.* • *WSS I E1 Seeks adult help and begins to use simple strategies to resolve conflicts.*	
2. Participate cooperatively in group activities. • *WSS 1 D3 Participates in the group life of the class.*	a. Listen to directions from peers and respond to multi-step tasks b. Understand rules of group activities c. Describe individual contributions and group accomplishments
3. Show empathy and concern for peers and adults. • *WSS I D4 Shows empathy and caring for others.*	a. Understand a variety of feelings expressed by others verbally or non-verbally b. Care independently for peers who are in distress

STANDARD: 3.0 APPROACHES TOWARD LEARNING- Students will demonstrate active interest in learning and apply learning and study skills to new tasks.

Indicators	Objectives
A. Approaches Toward Learning	a. Show eagerness and curiosity in learning new things independently b. Ask many questions about new things and experiences c. Describe new learning experiences d. Initiate and offer ideas for new projects
1. Show eagerness and curiosity as a learner. • *WSS I C 1 Shows eagerness and curiosity as a learner.*	
2. Explore and attend to learning tasks. • *WSS I B3 Manages transitions and adapts to changes in routine.* • *WSS 1 C2 Sustains attention to a task, persisting even after encountering difficulty.*	*a.* Manage transitions from one activity to the next independently b. Listen to a variety of directions specific to one or more tasks c. Complete short and long-term tasks

Indicators	Objectives
3. Use a variety of learning strategies when approaching new tasks. • *WSS I C3 Approaches tasks with flexibility and inventiveness.*	a. Plan and carry out familiar tasks independently b. Ask specific questions to seek ideas for new tasks c. Relate and apply previous experiences to new task d. Summarize relevant information about new task
4. Accept responsibility for learning.	a. Put away materials after completing activity or task b. Participate and actively contribute to classroom activities and discussions c. Recognize and learn from mistakes

Maryland Model for School Readiness
Language and Literacy Development

Language and literacy development spans the broad continuum of listening, speaking, reading, and writing. Sensitivity to individual growth and cultural diversity is essential to viewing a child's language development.

Because language and literacy development and learning to read is complex, a child needs instruction in phonemic awareness in order to notice, think about, and work with the individual sounds in spoken words. A child also needs phonics instruction to realize the relationships between the letters of written language and the individual sounds of spoken language. At the same time, a child must understand how individual words and sentences convey meaning. Understanding how meaning is constructed from what is read is facilitated by effective text comprehension instruction and vocabulary instruction. Fluency instruction, which begins with such skills as engaging in imitative reading of familiar texts at an appropriate rate, also plays an important part in building a bridge between word recognition and comprehension. A child must also have a sense of how language is used in everyday listening and speaking. Thus, language development moves the child along the continuum of emerging literacy.

A variety of settings in a natural environment are necessary to ensure accurate assessment of a child's language and literacy development. Sensitivity to cultural diversity and varied family background is vital. Language and literacy development encompass <u>all</u> forms of communication, both verbal and non-verbal, and should be assessed in both formal and informal settings.

Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Indicators	Objectives
A. Phonemic Awareness	a. Identify whether isolated sounds are same or different b. Identify initial and final sounds in a word c. Categorize words as same or different by initial or final sounds
1. Discriminate sounds and words. *WSS II A3 Demonstrates beginnng phonemic awareness.*	
2. Discriminate and produce rhyming words and alliteration. *WSS II A3 Demonstrates beginning phonemic awareness.*	a. Repeat and produce rhyming words b. Identify and repeat sentences that use alliteration
3. Blend sounds and syllables to form words. *WSS II A3 Demonstrates beginning phonemic awareness.*	a. Orally blend syllables into a whole word, such as fun-ny = funny b. Orally blend onset and rimes (word families) into a whole word, such as b-at = bat c. Orally blend 2-3 phonemes into one-syllable words, such as m-e = me; f-u-n = fun
4. Segment and manipulate sounds in spoken words and sentences. *WSS II A3 Demonstrates beginnng phonemic awareness.*	a. Clap words in a sentence b. Clap syllables in a word c. Say syllables d. Identify the initial sound in a word e. Segment individual sounds in words f. Substitute initial sounds in words to form new words

Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: PHONICS: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

Indicators	Objectives
B. Phonics	a. Identify in isolation all upper and lower case letters of the alphabet b. Identify letters matched to sounds c. Generate the sounds associated with individual letters and letter patterns, such as, s-, st-, -at, -ack, -ed
1. Identify letters, sounds and corresponding sounds. • *WSS II C3 Knows letters and how they form words.*	
2. Decode words in grade-level texts.	b. Identify similarities and differences in letters and words c. Blend letter sounds in one-syllable words (CVC) d. Use onset and rime (word families) to decode one-syllable words

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: FLUENCY: Students will read orally with accuracy and expression at a rate that sounds like speech.

Indicators	Objectives
C. Fluency	a. Listen to models of fluent reading b. Recite nursery rhymes, poems, and finger plays with expression
1. Engage in imitative reading at an appropriate rate.	
2. Read orally from familiar texts at an appropriate rate.	a. Read familiar text with accuracy and expression b. Use knowledge of end punctuation to signal expression in reading c. Recognize some words by sight, such as student's first and last name, a, the, I, my, you, is, are

Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Indicators	Objectives
D. Vocabulary	a. Acquire new vocabulary through listening to and reading a variety of texts on a daily basis b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation c. Ask questions to clarify meaning about objects and words related to topics discussed d. Listen to and identify the meaning of new vocabulary in multiple contexts e. Listen to and identify the meaning of content-specific vocabulary f. Read signs, labels, and environmental print g. Collect and manipulate favorite words
1. Develop and apply vocabulary through exposure to a variety of texts. • *WSS II B2 Uses expanded vocabulary and language for a variety of purposes.*	
2. Develop a conceptual understanding of new words.	a. Use words to describe location, size, color, and shape b. Name pictures of common concepts such as sleeping, running, walking c. Use names and labels of basic concepts, such as *stop, go, boys, girls, in, out, poison* d. Identify and sort pictures of common words into basic categories, such as colors, numbers, seasons

Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: VOCABULARY: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Indicators	Objectives
D. Vocabulary	a. Use text and illustrations to identify meaning of unknown words b. Use newly learned vocabulary on multiple occasions to reinforce meaning c. Use word structure to determine meaning of words • Inflectional endings d. Use resources to determine meaning of unknown words • Picture dictionaries • Charts • Diagrams • Posters
3. Understand, acquire, and use new vocabulary. • *WSS II B2 Uses expanded vocabulary and language for a variety of purposes.*	

Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: COMPREHENSION: Students will use a variety of strategies to understand what they read (construct meaning).

Indicators	Objectives
E. General Reading Comprehension	a. Understand that speech can be written and read b. Read a minimum of 15 books, both literary and informational c. Identify title, cover page, table of contents, page numbers, front and back of book, and describe what information is presented on the title and cover pages d. Track print from left to right and top to bottom e. Make return sweep to next line of text f. Match oral words to printed words g. Differentiate numerals, letters and words h. Recognize that printed words are separated by spaces i. Recognize that letters build words and words build sentences
1. Demonstrate an understanding of concepts of print to determine how print is organized and read. *WSS II C2 Shows some understanding of concepts about print.*	
2. Use strategies to prepare for reading (before reading). • *WSS II C1 Shows interest in and knowledge about books and reading.*	a. Make connections to the text using illustrations, photographs, and prior knowledge b. Make predictions by examining the title, cover, illustrations/photographs/ text, and familiar author or topic c. Ask questions about the text by examining the title, cover, illustrations, photographs, text d. Set a purpose for reading

Language and Literacy Development

CONTENT STANDARD: 1.0 GENERAL READING PROCESSES: COMPREHENSION: Students will use a variety of strategies understand what they read (construct meaning).

Indicators	Objectives
3. Use strategies to make meaning from text (during reading). *WSS II C4 Comprehends and responds to fiction and non-fiction text.*	a. Use illustrations to construct meaning from text b. Make, confirm, or adjust predictions c. Make comments and ask relevant questions d. Reread sentences when meaning is not clear e. Connect events, characters, and actions in stories to specific life experiences
4. Demonstrate understanding of text (after reading). *WSS II C4 Comprehends and responds to fiction and non-fiction text.*	a. Recall and discuss information from text b. Respond to questions (who, what, and where) and verify answers using illustrations/text c. Respond to text by drawing, speaking, dramatizing, or writing d. Compare information in text with prior knowledge e. Validate/determine the purpose for reading f. Retell a story using text as support

Language and Literacy Development

CONTENT STANDARD: 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Indicators	Objectives
A. Comprehension of Informational Text	a. Listen to nonfiction materials • Nonfiction trade books • Picture dictionaries • Sample maps • Magazines • Newspapers • Multimedia resources b. Listen to and use functional documents by following simple oral or rebus directions • Science investigations • Recipes • Rules • Center activities • Signs and posters • Labels • Classroom schedules c. Listen to and use personal interest materials, such as books and magazines
1. Develop comprehension skills by reading a variety of informational texts. *WSS II C4 Comprehends and responds to fiction and non-fictional text.*	

Language and Literacy Development

CONTENT STANDARD: 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Indicators	Objectives
2. Identify and use text features to facilitate understanding of informational texts.	a. Identify print features • Bold print • Print size • Labels • Numbered steps b. Identify graphic aids • Illustrations • Pictures • Photographs • Drawings • Maps • Graphs • Charts • Diagrams c. Use information aids • Materials list • Labels • Numbered steps d. Identify organizational aids • Title • Table of contents • Numbered steps
3. Develop knowledge of organizational structure of informational text to understand what is read.	a. Recognize sequential order b. Recognize similarities and differences c. Recognize description
4. Determine important ideas and messages in informational text.	a. State the text's purpose b. Identify the main idea/text's message c. Retell important facts from text d. Identify how someone might use the text
5. Evaluate informational text.	a. State whether the text fulfills the reading purpose b. Tell what the author could have done to make the text easier to understand c. Tell whether the author's ideas are clear

Language and Literacy Development

CONTENT STANDARD: 3.0 COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Indicators	Objectives
A. Comprehension of Literary Text	a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities b. Listen to and discuss a variety of different types of fictional literary text, such as stories, poems, nursery rhymes, realistic fiction, fairy tales and fantasy
1. Develop comprehension skills by listening to and reading a variety of self-selected and assigned literary texts. *WSS II C4 Comprehends and responds to fiction and non-fiction text.*	
2. Use text features to facilitate understanding of literary texts.	a. Identify and explain how the title contributes to meaning b. Identify and explain how text features, such as illustrations, punctuation, and print features contribute to meaning
3. Use elements of narrative texts to facilitate understanding.	a. Identify the beginning, middle and end of a story, including the problem and solution b. Identify the characters, sequence of events, and setting of a story
4. Use elements of poetry to facilitate understanding.	a. Identify rhyme, rhythm, and repetition in poems read to them b. Retell the events of the poem
5. Use elements of drama to facilitate understanding.	a. Identify the characters, dialogue, and scenery of a play and read to them
6. Determine important ideas and messages in literary texts.	a. Retell the story by sequencing the main events b. Identify a personal connection to the text
7. Identify and describe the author's use of language.	a. Identify descriptive words in text read to them

Language and Literacy Development

CONTENT STANDARD: **4.0 WRITING: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

Indicators	Objectives
A. Writing	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers. • *WSS II D1 Represents stories through pictures, dictation, and play.* *WSS II D2 Uses letter-like shapes, symbols, letters, and words to convey meaning.*	a. Generate ideas and topics for writing. b. Dictate or write words, phrases, or sentences related to ideas or illustrations
2. Compose oral, written, and visual presentations that express personal ideas and inform. • *WSS II D3 Understands purposes for writing.*	a. Write to express personal ideas using drawings, symbols, letters or words b. Contribute to a shared writing experience or topic of interest c. Use sensory details to expand ideas d. Dictate, draw, or write to inform e. Dictate, draw, or write a response to text, such as response logs and journals
3. Compose texts using the revising and editing strategies of effective writers and speakers.	a. Prepare writing for display by revising and editing using rules, such as capital letters and periods
4. Identify how language choices in writing and speaking affect thoughts and feelings.	a. Identify and use words to communicate feelings b. Acquire and use new vocabulary
5. Use effective details, words, and figurative language in the student's own composing.	a. Use descriptive words and other details to expand and improve student's own writing
6. Use word lists as a source of information in writing.	a. Use words posted in the classroom to support students' own writing, such as word walls, theme word lists, and picture dictionaries

Language and Literacy Development

CONTENT STANDARD: **5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.**

Indicators	Objectives
A. Grammar	
1. Use grammar concepts and skills that strengthen oral language. *WSS II B1 Speaks clearly and conveys ideas effectively.*	a. Use complete sentences in conversation and to respond to questions
B. Usage	
1. Comprehend and apply standard English usage in oral language. *WSS II B1 Speaks clearly and conveys ideas effectively.*	a. Use sentences with subject/verb agreement b. Use correct verb tense c. Use sentences with noun/pronoun agreement d. Use commonly confused words correctly, such as *get/got*, *have/has*
C. Mechanics	
1. Comprehend and use basic punctuation and capitalization in written language.	a. Use periods at the end of sentences b. Use capital letters for first letters of names and beginning sentences
D. Spelling	
1. Apply conventional spelling in written language. *WSS II D2 Uses letter-like shapes, symbols, letters, and words to convey meaning.*	a. Spell first and last name correctly b. Spell a few high frequency words correctly c. Use letters to represent phonemes in words d. Use classroom resources to spell unknown words, such as labeled objects, word walls, charts, pictionaries
E. Handwriting	
1. Produce writing that is legible to the audience.	a. Develop fine motor skills necessary to control and sustain handwriting b. Form upper and lower case manuscript letters

Language and Literacy Development

CONTENT STANDARD: 6.0 LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.

Indicators	Objectives
Listening 1. Demonstrate active listening strategies. *WSS II A1 Gains meaning by listening.*	a. Attend to the speaker
2. Comprehend and analyze what is heard. *WSS II A1 Gains meaning by listening.* • *WSS II A2 Follows directions that involve a series of actions.* *WSS II A3 Demonstrates beginnng phonemic awareness.*	a. Determine a speaker 's general purpose b. Identify rhythms and patterns of language, including rhyme and repetition c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge d. Follow a set of two- or three-step directions e. Listen carefully to expand and enrich vocabulary

CONTENT STANDARD:7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Indicators	Objectives
Speaking 1. Use organization and delivery strategies. *WSS II B1 Speaks clearly and conveys ideas effectively.*	a. Speak clearly enough to be heard and understood in a variety of settings
2. Make oral presentations. • *WSS II B2 Uses expanded vocabulary and language for a variety of purposes.*	a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories and/or state an opinion. b. Use props in situations, such as show-and-tell

Maryland Model for School Readiness
Cognition and General Knowledge

Each child acquires knowledge by linking prior experiences to formal and informal learning situations. A child applies and extends prior knowledge to new experience and refines concepts or forms new ones. Cognition is a fluid process by which a child constructs meaning of the world and develops thinking skills, thus enabling active learning in the domain of mathematics, science, social studies, and the arts. General knowledge in these domains is a product of cognition, which expands and grows through learning and self-expression.

Assessment of standards and indicators in mathematics, science, and social studies should be anchored in problem solving activities. A variety of settings in a natural environment are necessary to ensure assessment of a child's ability to solve problems using the components of Cognition and General Knowledge in the domains.

COGNITION AND GENERAL KNOWLEDGE

MATHEMATICS

Cognition and General Knowledge
Mathematics

CONTENT STANDARD: 1.0 KNOWLEDGE OF ALGEBRA, PATTERNS, AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patters or functional relationships.

Indicators	Objectives
A. Patterns and Functions	
1. Identify and copy numeric patterns.	a. Use manipulatives with numeric qualities to build patterns
2. Identify, copy, describe, create, and extend non-numeric patterns. • *WSS III C1 Sorts objects into subgroups, classifying and comparing according to a rule.* *WSS III C2 Recognizes, duplicates, and extends patterns.*	a. Represent patterns kinesthetically such as: clap/snap/clap/snap b. Represent and analyze repeating patterns using no more than 3 objects in the core of the pattern c. Sort a collection of objects according to a rule d. Identify patterns in real life situations e. Recognize the difference between patterns and non-patterns f. Continue patterns
B. Expression, Equations, and Inequalities	
1. Write and identify expressions.	a. Represent numeric quantities using concrete and pictorial representations to model addition expressions with a value of no more than 10
2. Identify equations and inequalities.	a. Represent relationships by comparing groups of no more than 10 objects to determine more or less b. Model and name the values of the missing part in a part-part-whole situation using no more than 10 manipulatives c. Describe addition using terms such as: and, add, plus, join, equal
C. Numeric and Graphic Representations of Relationships	
1. Locate points on a number line.	a. Identify and represent whole numbers up to 10 on a number line using manipulatives, symbols, and one-to-one correspondence

Cognition and General Knowledge
Mathematics

CONTENT STANDARD: 2.0 KNOWLEDGE OF GEOMETRY: Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe reason, or solve problems about shape, size, position, or motion of objects.

Indicators	Objectives
A. Plane Geometric Figures	
1. Recognize and describe the attributes of plane geometric figures. *WSS III D1 Recognizes and describes some attributes of shapes.*	a. Sort and regroup everyday objects and geometric figures according to attributes such as: shape, color, size b. Describe plane figures and their attributes such as shape, color, size c. Identify triangles, circles, squares, and rectangles d. Compare, trace, and reproduce triangles, circles, squares, and rectangles
B. Solid Geometric Figures	
1. Recognize, describe, and use the attributes of solid geometric figures. *WSS III D1 Recognizes and describes some attribute of shapes.*	a. Match, sort, and regroup objects according to attributes b. Describe solid figures c. Identify solid geometric figures in the environment
D. Congruence	
1. Recognize congruent objects.	a. Identify everyday objects which have the same size and shape
E. Transformations	
1. Begin to recognize a transformation. • *WSS III D2 Shows understanding of and uses direction, location, and position words.*	a. Use position words such as: over, under, above, on, next to, below, beside, behind b. Use spatial reasoning to solve simple puzzles c. Demonstrate slides using simple objects
2. Analyze geometric figures and pictures.	a. Recognize the concept of symmetry using pictures

Cognition and General Knowledge
Mathematics

CONTENT STANDARD: 3.0 KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units, or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.

Indicators	Objectives
A. Measurement Units	
1. Explore measurement units. • *WSS III E1 Orders, compares, and describes objects by size, length, capacity, and weight.* • *WSS III E2 Explores common instruments for measuring during work and play.* • *WSS III E4 Shows awareness of time concepts.*	a. Order, compare, and describe objects by attributes such as: length/height, weight, capacity b. Recognize time by identifying days of the week and by using terms such as: yesterday, today, tomorrow, morning, afternoon, night, before, after c. Compare and describe temperature such as, temperature in January as compared to temperature in July
B. Measurement Tools	
1. Measure in non-standard units. • *WSS III E3 Estimates and measures using non-standard and standard units.*	a. Measure length of objects and pictures of objects b. Explore and compare the capacity of containers c. Explore and compare weight of objects

Cognition and General Knowledge
Mathematics

CONTENT STANDARD: 4.0 KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.

Indicators	Objectives
A. Data Displays	a. Collect data by answering a question b. Organize and display data to make real graphs c. Organize and display data to make picture graphs
1. Collect, organize, and display data. • *WSS III F1 Begins to collect data and make records using lists or graphs.*	
B. Data Analysis	a. Compare and describe data from real graphs to answer a question b. Compare and describe data from a picture graph to answer a question
1. Analyze data. • *WSS III F1 Begins to collect data and make records using lists or graphs.*	

Cognition and General Knowledge
Mathematics

CONTENT STANDARD: 6.0 KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATIONS/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.

Indicators	Objectives
A. Knowledge of whole number and place value	
1. Apply knowledge of whole numbers and place value. *WSS III B1 Shows understanding of number and quantity.* • *WSS III B2 Begins to understand relationships between quantities.*	a. Extend concept of number b. Construct relationships between and among quantities using language such as: more than, less than, fewer than, as many as, one more, one less c. Demonstrate cardinality by answer of how many d. Build meaningful relationships by using 5 and 10 frames e. Use concrete materials to build sets 0 to 10 f. Use concrete materials to compose and decompose quantities up to 10 g. Match a numeral to a set h. Count to 31 i. Count backward from 10 j. Use ordinal numbers to indicate position such as: first, second, third, fourth, fifth
2. Recognize fractions.	a. Show initial awareness of fractional parts (halves) using concrete materials
3. Recognize and use money.	a. Identify and name the value of pennies, nickels, and dimes b. Choose the coin named from a given set of mixed coins c. Use money in real-world situations such as a classroom store

Cognition and General Knowledge
Mathematics

CONTENT STANDARD: 6.0 KNOWLEDGE OF NUMBER RELATIONSHIPS AND COMPUTATIONS/ARITHMETIC: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.

Indicators	Objectives
C. Number Computation	
1. Analyze number relations and compute.	a. Model addition by combining sets of concrete objects and describe the results using words and pictures b. Model subtraction by separating sets of concrete objects and describe the results using words and pictures c. Solve a given story problem cooperatively that is based on the combining and separating of models

Cognition and General Knowledge
Mathematics

CONTENT STANDARD: 7.0 PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.

Indicators	Objectives
A. Problem solving	
1. Apply a variety of concepts, processes, and skills to solve problems. *WSS III A1 Begins to use and explain strategies to solve mathematical 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 e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation f. Identify alternative ways to solve 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 proofs, i.e., direct, indirect, paragraph, or contradiction

Cognition and General Knowledge
Mathematics

CONTENT STANDARD: 7.0 PROCESSES OF MATHEMATICS: Students demonstrate the process of mathematics by making connections and applying reasoning to solve and to communicate their findings.

Indicators	Objectives
C. Communication	
1. Present mathematical ideas using words, symbols, visual displays, or technology. *WSS III A2 Uses words and representations to describe mathematical ideas.*	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
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 relationships to other disciplines c. Identify mathematical concepts in relationship to life d. Use the relationship among mathematical concepts to learn other mathematical concepts

COGNITION AND GENERAL KNOWLEDGE

SCIENCE

Cognition and General Knowledge
Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – grade 2

Introduction

From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make and record qualitative observations using simple diagrams, illustrations, and oral or written language, organize collections and observations, discuss findings, etc. Getting into the spirit of science and liking science are what count most. By the end of Grade 2, children will have had multiple experiences with applying and practicing all of the listed science skills and processes across the concept areas.

Indicators	Objectives
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. *WSS IV A1 Seeks information through observation, exploration, and descriptive investigations.* *WSS IV A2 Uses simple tools and equipment to extend senses and gather data.*	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 b. Seek information through reading, observation, exploration, and investigations c. Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data d. Explain that when a science investigation is done the way it was done before, we expect to get a very similar result e. Participate in multiple experience to verify that science investigations generally work the same way in different places 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 g. Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences

Cognition and General Knowledge
Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science – Prekindergarten – grade 2

Indicators	Objectives
B. Applying Evidence and Reasoning	
1. People are more likely to believe your ideas if you can give good reasons for them. • *WSS IV A3 Forms explanations and communicates scientific information.*	a. Provide reasons for accepting or rejecting ideas examined b. Develop reasonable explanations for observations made, investigations completed, and information gained by sharing ideas and listening to others' ideas c. Explain why it is important make some fresh observations when people give different descriptions of the same thing
C. Communicating Scientific Information	
1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question. • *WSS IV A3 Forms explanations and communicates scientific information.*	a. Describe things as accurately as possible and compare observations with those of others b. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion c. Draw pictures that correctly portray at least some features of the thing being described and sequence events (seasons, seed growth) 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 e. Recognize that everybody can do science and invent things and ideas

Cognition and General Knowledge
Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science

Indicators	Objectives
D. Technology	
Design and Systems **Design Constraints** **Children should design and make things with simple tools and a variety of materials. They should identify a need or opportunity of interest to them, and then plan, design, make, evaluate, and modify the design with appropriate help. Children may be inclined to go with their first design notion having little patience for testing or revision. Where possible, they should be encouraged to improve their ideas, but it is more important that they develop confidence in their ability to think up and carry out design projects. When their projects are complete, children can tell what they like about each other's design.**	
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 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 c. Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like d. Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavy and harder to cut) e. Explain that sometimes it is not possible to make or do everything that is designed

Cognition and General Knowledge
Science

CONTENT STANDARD: 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science

Indicators	Objectives
Designed Systems **Students should practice identifying the parts of things and how one part connects to and affects another. Classrooms can have available a variety of dissectible and rearrangeable objects, such as gear trains and toy vehicles and animals, as well as conventional blocks, dolls, and doll houses. Students should predict the effects of removing or changing parts.**	
1. 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
Making Models **Every opportunity should be taken to get students to talk about how the things they play with relate to real things in the world, such as toys, illustrated books, building materials, role play, picture puzzles, sculpture, etc. The more imaginative the conversation the better, for insisting upon accuracy at this level may hinder other important developments.**	
1. 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

Cognition and General Knowledge
Science

CONTENT STANDARD: 2.0 EARTH/SPACE SCIENCE: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.

Indicators	Objectives
A. Materials and Processes That Shape a Planet	
1. Investigate objects and materials in the environment. • *WSS IV D1 Explores and identifies properties of rocks, soil, water, and air.*	a. Observe and describe a variety of natural and human-made objects found in familiar environments (school, neighborhood, etc.) b. Examine and describe Earth materials • Rocks • Soil • Water c. Using examples from the immediate environment, describe that objects and materials on Earth's surface can change over time • Changes in soil and rocks, such as wearing away, being moved, etc. • Changes in trees, such as leaves changing, branches falling, trees being blown down by the wind • Changes in land forms, such as hills wearing away
B. Earth History[1]	
C. Plate Tectonics[1]	
D. Astronomy[1]	
1. Observe celestial objects that are visible in the day and night sky.	a. Identify and describe the sun, moon, and stars b. Describe ways in which the daytime and nighttime skies are different

[1] Relates to prekindergarten –grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge
Science

CONTENT STANDARD: 2.0 EARTH/SPACE SCIENCE: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy of the environment, Earth, and the universe that occur over time.

Indicators	Objectives
E. Interactions of Hydrosphere and Atmosphere[1]	
2. Investigate and gather information about changes in weather. • *WSS IV D2 Begins to observe and describe simple seasonal and weather changes.*	a. Observe and describe different weather conditions using senses c. Record observations using pictures, pictographs, or written/oral language d. Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc.

CONTENT STANDARD: 3.0 LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.

Indicators	Objectives
A. Diversity of Life[1]	
1. Observe a variety of familiar animals and plants (perhaps on the school grounds, in the neighborhood, and at home) to discover similarities and differences among them.	a. Identify and describe features (observable parts) of animals and plants that make some of them alike in the way they look and the things they do b. Compare descriptions of the features that make some animals and some plants very different from one another c. Identify a feature (wings, for example) that distinguishes one group of animals from other groups and observe a variety of animals that have that feature to describe other similar external features they might share d. Compare ideas about how the features of animals and plants affect what these animals and plants are able to do

[1] Relates to prekindergarten –grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge
Science

CONTENT STANDARD: 3.0 LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.

Indicators	Objectives
2. Gather information and direct evidence that humans have external features that can differ in size, shape, etc., but that they are more like other humans than like other animals.	a. Organize data collected and identify similarities and differences among humans b. Describe ways in which humans are more like one another than like other animals

[1] Relates to prekindergarten –grade 8 Voluntary State Curriculum (VSC) topics

Cognition and General Knowledge
Science

CONTENT STANDARD: 3.0 LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.

Indicators	Objectives
B. Cells[1]	
C. Genetics[1]	
1. Observe, describe and compare the life cycles of different kinds of animals and plants. *WSS IV C1 Observes and describes characteristics, basic needs, and life cycles of living things.*	a. Identify and draw pictures that show what an animal (egg to frog) and a plant (seed to tree) looks like at each stage of its life cycle b. Describe and compare the changes that occur in the life cycle of two different animals, such as a frog and a puppy and two different plants, such as a rosebush and a maple tree c. Identify and describe the changes that occur in humans as they develop • Size • Weight • Appearance of different parts
D. Evolution[1]	
1. Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places.	a. Observe, describe, and give examples and describe the many kinds of living things found in familiar places b. Using pictures, films, and illustrated texts identify, describe and compare living things found in other places such as a desert or the artic to those found in familiar places c. Describe that the external features of plants and animals effect how well they thrive in different kinds of places

[1] Relates to prekindergarten –grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge
Science

CONTENT STANDARD: 3.0 LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.

Indicators	Objectives
E. Flow of Matter and Energy[1]	
1. Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival. *WSS IV C1 Observes and describes characteristics, basic needs and life cycles of living things.*	a. Make observations of the features and behaviors of many different kinds of animals within an environment to identify and begin building a list of some of the basic needs these organisms share, such as water, air, etc. b. Describe ways that people and other animals manage to bring the things they need from their environment into their bodies c. Make observations of the features of many different kinds of plants within an environment to identify and begin building a list of some of the basic needs these organisms share, such as water, light, etc. d. Describe the way that most plants manage to bring water from the environment into the plant
F. Ecology[1]	
1. Investigate a variety of familiar places where plants and animals live to describe the place and the living things found there.	a. Describe observations using drawings, oral or written text of the place and some of the living things found there b. Based on the observations collected at each place compare the plants and animals found there • Location • Activity • Movement • Features c. Describe ways that animals and plants interact with each other and with their environment, such as birds nesting in trees, deer eating plants, bees pollinating flowers, spiders eating insects, etc.

[1] Relates to prekindergarten –grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge
Science

CONTENT STANDARD: 4.0 CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.

Indicators	Objectives
A. Structure of Matter[1]	
1. Compare the observable properties of a variety of objects and the materials they are made of using evidence from investigations. *WSS IV B1 Identifies, describes, and compares properties of objects.*	a. Examine and describe various objects in terms of the materials, such as clay, cloth, paper, etc. from which they are made b. Based on data, describe the observable properties, such as size, shape, color and texture of a variety of objects c. Identify and compare the properties of materials objects are made of and the properties of the objects
B. Conservation of Matter[1]	
C. States of Matter[1]	
D. Physical and Chemical Changes[1]	

[1] Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics

Cognition and General Knowledge
Science

CONTENT STANDARD: 5.0 PHYSICS: Students will use scientific skills and processes to explain the interactions of matter and energy and the transformations that occur.

Indicators	Objectives
A. Mechanics[1]	
1. Compare the different ways objects move.	a. Given many different objects, make them move and describe and compare how they move • Straight • Round and round • Back and forth • Zig zag
2. Explain that there must be a cause for changes in the motion of an object.	a. Observe and describe the ways in which a variety of objects' motion can be changed • Speed up from a stand still • Slow down to a stop • Go faster • Go slower • No change • Change directions b. Based on observations, identify what caused the changes in an object's motion • Push • Pull
B. Thermodynamics[1]	
1. Describe that sunlight warms the land, air, and water using observations and age appropriate tools.	a. Recognize and describe temperature changes of the land, air, and water before and after the sun warms them using senses and thermometers
C. Electricity and Magnetism[1]	a. Observe and describe what happens when magnets are placed on or near objects made of different materials b. Raise and seek answers to questions about what happened to the objects investigated and/or to the magnet
3. Observe and gather information from the exploration to describe how magnets affect some objects.	

[1] Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics

Cognition and General Knowledge
Science

CONTENT STANDARD: 5.0 PHYSICS: Students will use scientific skills and processes to explain the interactions of matter and energy and the transformations that occur.

Indicators	Objectives
D. Wave Interactions[1]	
2. Observe and describe that sound is produced by vibrating objects.	a. Observe and relate the vibrations of objects that make sounds (drums, guitar strings, and tuning fork) to sounds felt and heard b. Based on information from observations, identify the source of vibrations in familiar objects that produce sounds

[1] Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics

Cognition and General Knowledge
Science

CONTENT STANDARD: 6.0 ENVIRONMENTAL SCIENCE: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.

Indicators	Objectives
A. Natural Resources and Human Needs[1]	
B. Environmental Issues[1]	a. Identify features of the environment, such as parks, zoos, buildings, etc. that are made by humans b. Identify features of the environment such as soil, rocks, water etc. that are not made by humans
1. Identify aspects of the environment that are made by humans and those that are not made by humans.	

[1] Relates to prekindergarten – grade 8 Voluntary State Curriculum (VSC) topics.

Cognition and General Knowledge

Social Studies

Cognition and General Knowledge
Social Studies

CONTENT STANDARD: 1.0 POLITICAL SCIENCE: (Prek – 3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

Indicators	Objectives
A. The Foundations and Function of Government	a. Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe b. Recognize rules help promote fairness, responsible behavior, and privacy
1. Identify the importance of rules. *WSS V C1 Demonstrates awareness of the reasons for rules.*	
2. Identify symbols and practices associated with the United States of America. • *WSS V A2 Demonstrates beginning awareness of state and country.*	a. Identify common symbols, such as the American Flag and the Statue of Liberty b. Recognize that saying the Pledge of Allegiance and singing "The Star Spangled Banner" are practices associated with being a citizen
B. Individual and Group Participation in the Political System	
1. Identify people important to the American political system.	a. Identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current president b. Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and President's Day
C. Protecting Rights and Maintaining Order	
1. Describe the roles, rights, and responsibilities of being a member of the family and school *WSS V B2 Describes some people's jobs and what is required to perform them.* *WSS VC 2 Shows beginning understanding of what it means to be a leader.*	a. Describe the roles, rights, and responsibilities of family members b. Describe the roles of members of the school, such as principal, crossing guard, bus drivers and teachers c. Identify and describe rights and responsibilities in the classroom and family

Cognition and General Knowledge
Social Studies

CONTENT STANDARD: 2.0 PEOPLES OF THE NATIONS AND WORLD: (Prek – 3 Standard) Students will understand how people in Maryland, the United States and around the world are alike and different.

Indicators	Objectives
A. Elements of Culture	a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music b. Give examples of qualities, such as **customs**, interests, skills, and experiences that make individuals and families in their immediate environment unique
1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs. *WSS V A1 Identifies similarities and differences in people's characteristics, habits, and living patterns.*	
B. Cultural Diffusion	
C. Conflict and Compromise	
1. Demonstrate how groups of people interact. *WSS V C1 Demonstrates awareness of the reasons for rules.*	a. Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching **compromise** at home and in school

Cognition and General Knowledge
Social Studies

CONTENT STANDARD: 3.0 GEOGRAPHY: (Prek – 3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities.

Indicators	Objectives
A. Using Geographic Tools	a. Describe a globe as a model of Earth showing land and water b. Describe how a maps are models showing **physical features** and/or **human features** of **places** c. Identify a **location** by using terms, such as near-far, above-below, and here-there d. Identify pictures and photographs that represent places on a map, such as a playground and a fire station
1. Identify and describe how a globe and maps can be used to help people locate **places**. • *WSS V D1 Expresses beginning geographic thinking.*	
B. Geographic Characteristics of Places and Regions	
1. Describe places in the immediate **environment** using **natural/physical** and **human-made features**. • *WSS V D2 Shows beginning awareness of the relationship between people and where they live.*	a. Recognize **physical features** as land forms and bodies of water using photographs and pictures b. Identify land forms, such as mountains and hills and bodies of water, such as oceans, rivers and streams c. Using photographs and pictures, recognize **human-made features** as modifications people have made to the land d. Identify **human-made features**, such as buildings, sidewalks, streets, and bridges
C. Movement of People, Goods and Ideas	
1. Describes how transportation and communication link people and **places**.	a. Identify ways that people travel on land, water, and air b. Explain how transportation is used to move **goods** and people from place to place c. Identify ways that people communicate messages
D. Modifying/Adapting the Environment	
1. Describe how people adapt to and modify their immediate **environment**. • *WSS V D2 Shows beginning awareness of the relationship between people and where they live.*	a. Identify ways people adapt to the **environment**, such as wearing clothing that is appropriate to the weather b. Identify ways that people change their **environment** to meet their needs, such as planting crops or cutting forests

Cognition and General Knowledge
Social Studies

CONTENT STANDARD: 4.0 ECONOMICS: (Prek – 3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

Indicators	Objectives
A. Scarcity and Economic Decision-making	
1. Describe choices people make because of unlimited **economic wants**. • *WSS V B1 Begins to understand how people rely on others for goods and services.*	a. Explain that **goods** are things that people make or grow b. Identify situations where people make choices
2. Identify that resources are used to make products. *WSS V B2 Describes some people's jobs and what is required to perform them.*	a. Recognize workers as **human resources** b. Describe some jobs and what is required to perform them c. Recognize that **natural resources**, such as water, trees, and plants are used to make products
3. Explain how **technology** affects the way people live, work, and play. *WSS V B3 Begins to be aware of technology and how it affects life.*	a. Begin to be aware of **technology** and how it affects life
B. Economic Systems and the Role of Government in the Economy	
1. Identify types of local **markets**.	a. Describe how **buyers** and **sellers** make exchanges at the **market**
2. Describe how **goods** are acquired	a. Explain that **money** is one way to acquire goods b. Explain that trading is another way to acquire **goods** c. Recognize that **goods** have different values

Cognition and General Knowledge
Social Studies

CONTENT STANDARD: 5.0 HISTORY: (Prek – 3 Standard) Students will use historical thinking skills to understand how individuals and events have changed society over time.

Indicators	Objectives
A. Change Over Time	
1. Distinguish among past, present, and future time. • *WSS V A3 Shows some awareness of time and how the past influences people's lives.*	a. Identify and describe events of the day in chronological order b. Describe daily events in terms of yesterday, today, and tomorrow
2. Compare daily life and objects of today and long ago.	a. Compare tools and toys of the past with those of today b. Tell about people in the past using informational text and features c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community

Cognition and General Knowledge
Social Studies

CONTENT STANDARD: 6.0 SOCIAL STUDIES SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating question from primary and secondary sources.

Indicators	Objectives
A. Learn to Read and Construct Meaning about Social Studies	
B. Learn to Write and Communicate Social Studies Understandings	a. Write to express social studies ideas using a variety of forms
1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.	
C. Ask Social Studies Questions	a. Identify prior knowledge about a topic b. Pose questions about the topic
1. Identify a topic that requires study.	
D. Acquire Social Studies Information	a. Gather and read appropriate print sources, such as trade books that relate to a topic b. Read and obtain information from texts representing diversity in content and **culture**
1. Identify primary and secondary sources of information that relate to the topic/ situation/ problem being studied.	
E. Organize Social Studies Information	a. Begin to display information on various types of graphic organizers and charts
1. Organize information from non print sources	
2. Experience and listen to information from print sources	a. Begin to display information on various types of graphic organizers and charts
F. Analyze Social Studies Information	
G. Answer Social Studies Questions	

COGNITION AND GENERAL KNOWLEDGE

The Arts

Cognition and General Knowledge
The Arts

MUSIC

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION - Students will demonstrate the ability to perceive, perform, and respond to music.

Indicators	Objectives
A. Aesthetic Education	
1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.	a. Experiment with a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, tambourines, and hand drums b. Identify repeated patterns in music c. Identify sounds as fast/slow, loud/soft (quiet), long/short, high/low d. Explore and discuss sounds heard in selected environments such as classroom, playground, fieldtrip, cafeteria

Cognition and General Knowledge
Fine Arts

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION- Students will demonstrate the ability to perceive, perform, and respond to music.

Indicators	Objectives
2. Experience performing through singing and playing instruments, and listening to performances of others. *WSS VI A1 Participates in group music experiences.*	a. Experiment with the vocal sounds that use a variety of pitches: singing in age appropriate range, speaking, whispering, calling 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 e. Explore beat groupings (meter) through singing, and playing classroom instruments f. Explore use of simple 2- or 4- beat rhythmic ostinatos g. Sing or play in groups matching tempo (fast and slow) h. Experience as an audience member a variety of concerts, plays, and other age appropriate programming
3. Respond to music through movement. *WSS VI A2 Participates in creative movement, dance, and drama.* *WSS VI B1 Responds to artistic creations or events*	a. Demonstrate understanding of personal space while moving to music b. Explore steady beat through locomotor and non-locomotor movement c. Follow simple directions or verbal cues in singing games d. Use a variety of locomotor and non-locomotor movements to show meter
4. Experiment with standard and individually created symbols to represent sounds.	a. Interpret picture symbols representing musical characteristics b. Interpret stem rotation used to represent rhythms

Cognition and General Knowledge
Fine Arts

CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Indicators	Objectives
A. Historical, Cultural, and Social Context	
1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.	a. Explore music used in the home, school and community b. Sing and listen to music representative of different activities, holidays, and seasons in a variety of world cultures
2. Become acquainted with the roles of music in the lives of people.	a. Explore a rich repertoire of children's music that includes singing games, and finger play b. Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies
3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines.	a. Explore creative expression through music, dance, creative dramatics, and the visual arts b. Participate in music activities that emphasize rhyming words and "all about me" themes
4. Develop knowledge of a wide variety of styles and genres through the study of music history.	a. Listen to music representative of a variety of styles and genres and discuss differences between them

STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize ideas and sounds creatively.

Indicators	Objectives
A. Creative Expression and Production	
1. Develop confidence in the ability to improvise music through experimentation with sound.	a. Sort classroom instruments by sound and playing technique b. Improvise simple text (1 or 2 words) by "filling in the blank" in familiar songs with other selected words to crate new meaning
2. Investigate composing music through experimentation with sound and the tools of composition.	a. Create a sound piece by interpreting visual representations of sound using a variety of modalities, such as classroom instruments, environmental sounds, the voice, body percussion, and found objects b. Create rhythmic sound patterns using body percussion

Cognition and General Knowledge
Fine Arts

CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to make aesthetic judgments.

Indicators	Objectives
A. Aesthetics and Criticism	
1. Express preferences about musical compositions	a. Verbalize or use visual representation to express preferences (e.g. how it make me feel, what it makes me think about, what it reminds me of)
2. Develop and apply personal aesthetic criteria for evaluating musical performances.	a. Use teacher and student identified words to develop a vocabulary bank for evaluating musical performances

VISUAL ARTS

STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION- Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Indicators	Objectives
A. Aesthetic Education	
1. Identify, describe, and interpret observed form.	a. Describe colors, lines, shapes, and textures found in the environment b. Represent observed form by combining colors, lines, shapes, and textures
2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine.	a. Describe the subject matter of various works of art b. Use color, line, shape, and texture to represent ideas visually from observation, memory, and imagination
3. Experiment with elements of art and principles of design to organize personally meaningful compositions.	a. Explore and discuss how color, line, shape, and texture are used in artworks b. Create artworks that use color, line, shape, and texture to express ideas

Cognition and General Knowledge
Fine Arts

CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT- Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.

Indicators	Objectives
A. Historical, Cultural, and Social Context	
1. Determine ways in which works of art express ideas about oneself, other people, places, and events.	a. Observe works of art and describe ideas expressed by different artists b. Use selected works of art as inspiration to express ideas visually and verbally about oneself
2. Discuss reasons why people, including self, create and use art by studying artworks and other sources of information.	a. Discuss and describe artworks with common themes and similar ideas expressed b. Identify reasons for creating personal artworks
3. Differentiate among works by artists representative of different times and cultures.	a. Discuss and describe the common theme or subject matter of selected artworks from different cultures b. Categorize artworks by theme and subject matter
4. Describe the processes used to interpret and express ideas in the visual arts and other disciplines.	a. Identify connections between the visual arts and other content areas b. Identify processes used to make art

CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION- Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Indicators	Objectives
A. Creative Expression and Production	
1. Create images and forms from observation, memory, and imagination. *WSS VI A3 Uses a variety of art materials to explore and express ideas and emotions*	a. Experiment with art media, processes, and techniques and identify ways they can be used to express thoughts and feelings b. Manipulate art media, materials, and tools safely c. Create artworks that explore the uses of color, line, shape, and texture to express ideas

2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel.	a. Identify ways that artists develop ideas and feelings b. Identify color, line, shape, and texture in artworks that convey what they see, know, and feel

Cognition and General Knowledge
Fine Arts

STANDARD: 4.0 AESTHETICS AND CRITICISM - Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.

Indicators	Objectives
A. Aesthetics and Criticism	
1. Develop and apply criteria to evaluate personally created artworks and the artworks of others. *WSS VI B1 Responds to artistic creations or events.*	a. Observe, describe, and respond to selected artworks

THEATRE

STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION- The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Indicators	Objectives
A. Aesthetic Education	
1. Describe ways that theatre depicts themes and stories.	a. Listen to and perform, nursery rhymes, finger plays, popular children's books and other media b. Tell stories based on imagination and real life that use traditional storytelling elements c. Explore roles and behaviors associated with different professions
2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.	a. Explore selected elements in dance, music, theatre, and visual arts

Cognition and General Knowledge
Fine Arts

CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS- Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.

Indicators	Objectives
A. Historical, Cultural, and Social Contexts	
1. Express a range of responses to a variety of stimuli.	a. Explore recreating natural and human-made sounds using the voice b. Sing simple songs with attention to narrative and emotional content
2. Demonstrate knowledge of theatrical conventions as performers and as an audience.	a. Retell familiar stories and create accompaniment using natural and human-made sounds b. Identify and demonstrate audience behaviors appropriate for formal and informal theatrical presentations

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CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Indicators	Objectives
A. Creative Expression and Production	
1. Use a variety of theatrical elements to communicate ideas and feelings. *WSS VI A2 Participates in creative movement, dance, and drama.*	a. Pantomime familiar short stories b. Select and use sound effects, costumes, and properties to enhance the quality of dramatic activities c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements to create characters d. Improvise roles and behaviors associated with a variety of domestic animals and wildlife
2. Demonstrate knowledge of theatre performance and productions skills in formal and informal presentations.	a. Identify the characters, dialogue, and setting(s) of a play b. Describe feelings that characters express in a variety of settings c. Create a variety of characters that collaboratively exhibit contrasting emotions

Cognition and General Knowledge
Fine Arts

COTENT STANDARD: **4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments**

Indicators	Objectives
A. Aesthetics and Criticism	
1. Identify, analyze, and apply criteria to assess individual and group theatre processes. *WSS VI B1 Responds to artistic creations or events.*	a. Observe, describe, and respond to theatrical experiences as participants and audience members b. Describe characteristics of favorite television shows and movies
2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.	a. Describe and discuss characters in stories

Cognition and General Knowledge
Fine Arts
DANCE

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION- Students will demonstrate the ability to perceive, perform, and respond to dance.

Indicators	Objectives
A. Aesthetic Education	
1. Demonstrate knowledge of how elements of dance are used to communicate meaning.	a. Identify and demonstrate basic locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings b. Combine selected characteristics of the elements of dance using sensory stimuli to create movement such as, body parts and positions; shapes, levels, directions, general and personal space, energy, and tempo, and use sensory stimuli to create movement
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement. *WSS VI A2 Participates in creative movement, dance, and drama*	a. Demonstrate locomotor and non-locomotor movements using kinesthetic awareness b. Demonstrate balance and timing in directed movement experiences c. Associate selected dance movements with specific dance genres d. Execute memorized movement phrases
3. Respond to dance through observation, experience, and analysis. *WSS VI B1 Responds to artistic creations or events*	a. Apply the language of dance to observed movement from different genres b. Select specific movements and describe their purposes

Cognition and General Knowledge
Fine Arts

CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL AND SOCIAL CONTEXT- Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

Indicators	Objectives
A. Historical, Cultural, and Social Context	
1. Demonstrate knowledge of dances from a variety of cultures.	a. View selected dances from a variety of cultures and identify their purposes b. Perform selected traditional dances from various cultures using a variety of formations and partnering
2. Relate dance to history, society and personal experience.	a. View and discuss selected contemporary and representative dance styles from other time and places, label them as old or new, and tell why b. Create movements that express contrasting moods
3. Demonstrate understanding of the relationships between and among dance and other content areas.	a. Explore ways line, shape, time, and movement are used in dance and other content areas

STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION- Students will demonstrate the ability to create and perform dance.

Indicators	Objectives
A. Creative Expression and Production	
1. Develop the ability to improvise dance.	a. Improvise movements in response to teacher and self-initiated stimuli b. Improvise variations on given movement patterns through manipulation of body and space c. Interpret ideas from stories, poems, or songs using improvisation
2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.	a. Communicate movement ideas using combinations of the elements of dance b. Demonstrate movement using repetition and sequence c. Use choreographic forms, such as narrative and theme and variation, to communicate ideas through dance movement

STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION- Students will demonstrate the ability to create and perform dance.

Indicators	Objectives
3. Develop performance competencies in dance.	a. Describe how awareness of space affects dance presentation b. Complete simple dances from beginning to end incorporating an awareness of space in relationship to other dancers and the performance area

Cognition and General Knowledge

CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM- Students will demonstrate the ability to make aesthetic judgments in dance.

D. Aesthetic Criticism	Objectives
1. Identify and apply criteria to evaluate choreography and performance.	a. Recognize and describe selected aesthetic principles, such as repetition, unity, variety, and sequence in dance performances b. Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, tempo, directions, general and personal space, percussive and sustained energy c. Identify conventions of audience etiquette and how they relate to dance performances

Maryland Model for School Readiness
Physical Development and Health

Physical development involves muscle control. Fine motor control, or small muscle movement, refers to such abilities as manipulation of materials and tools, hand dominance, and eye-hand coordination. Gross motor control, or large muscle movement, refers to such characteristics as balance, coordination, purposeful control, and stability of body movements and functions.

A healthy child whose basic needs have been met, such as food, clothing, shelter and regular health and dental care, is able to focus on, and/or engage in, experiences crucial to the learning process.

Both phases of this dimension are aided by a child's knowledge of dietary practices that promote good nutrition, for example, eating a variety of foods at regular meals. A child should also know how to use personal hygiene practices that result in cleanliness and good grooming, such as, brushing teeth, combing hair, and washing hands before eating.

The goal for all children is full participation. Good physical development and health allow for full participation in learning experiences. A child with a disability receives specific accommodations, which permit that child to participate fully at his/her own level.

Physical Development and Health
Physical Education

CONTENT STANDARD: 1.0 SKILLFULNESS- Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skills themes, and applying skills.

Indicators	Objectives
A. Fundamental Movement	
1. Show fundamental movement skills. *WSS VII A1 Moves with balance and control.* *WSS VIIB2 Uses eye-hand coordination to perform tasks effectively*	a. Demonstrate locomotor skills including walking, jogging, running, galloping, hopping, and jumping b. Use general spatial awareness and self-space awareness in physical activity c. Demonstrate non-locomotor skills of bending, pulling, stretching, twisting, turning, pushing, and swinging d. Demonstrate a variety of locomotor skills using various speeds
B. Creative Movement	
2. Develop creative movement skills.	a. Identify different body parts an demonstrate a variety of ways they can move b. Demonstrate spatial concepts of big, small, tall, and short in a variety of movement patterns. c. Use the body to show a variety of different shapes such as: curved, narrow, and wide
C. Skill Themes	
1. Show skill themes. *WSS VII A2 Coordinates movements to perform tasks.*	a. Demonstrate rolling a ball at an object b. Demonstrate striking a lightweight object with different body parts c. Demonstrate catching a self-bounced ball d. Demonstrate throwing objects using an underhand and overhand throwing pattern e. Demonstrate balance on a variety of body parts f. Demonstrate transferring weight between different body parts

Physical Development and Health
Physical Education

CONTNET STANDARD: **2.0 BIOMECHANICAL PRINCIPLES-** Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

Indicators	Objectives
A. Effects on Objects 1. Identify ways that people and objects move.	a. Show how a body moves fast and slow b. Show how to move a body forward, backward, and sideways in open space c. Show how an objects' motion can be changed such as: speeding up from a standstill, slowing down to a stop, going faster, and going slower d. Display how lowering the body's center of gravity (bending the knees) and widening the base of support (stance) will help to stop the body safely and under control
B. Balance 1. Experience the concept of balance through movement. *WSS VII A 1 Moves with balance and control.*	a. Demonstrate static and dynamic balance b. Show the ability to balance on one or more body parts

Physical Development and Health
Physical Education

CONTENT STANDARD: 3.0 MOTOR LEARNING PRINCIPLES- Students will demonstrate the ability to use motor skill principles to learn and develop *proficiency* through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

Indicators	Objectives
A. Appropriate Practices	
1. Recognize that skills will develop over time with appropriate practice and use of the correct cues. • *WSS VII A2 Coordinates movements to perform tasks.* • *WSS VII B1 Uses strength and control to accomplish tasks.* *WSS VII B2 Uses eye-hand coordination to perform tasks effectively.* • *WSS VII B3 Uses writing and drawing tools with some control.*	a. Show basic motor skills, using imitation, as a means for motor skill improvement b. Demonstrate fundamental movement skills and skill themes using teacher cues for skill improvement
B. Corrective Feedback	
1. Identify the importance of corrective feedback on performance.	a. Use verbal and visual cues to improve skill performance

Physical Development and Health
Physical Education

CONTENT STANDARD: 4.0 EXERCISE PHYSIOLOGY- Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.

Indicators	Objectives
A. Effects of Physical Activity on the Body	a. Demonstrate how exercise affects the body. For example, the body sweats, the heart beats faster, and the lungs work harder.
1. Identify effects of physical activity on the body systems.	
B. FITT Guidelines	
C. Components of Fitness	a. List and demonstrate activities that promote fitness for a healthy lifestyle
1. Identify the components of fitness.	
D. Benefits of Physical Activity	a. Specify the physical benefits of exercise
1. Recognize the benefits of physical activity.	
E. Nutrition and Physical Activity	a. Identify nutritious foods that fuel the body for activity such as fruits and vegetables
1. Recognize the relationship between nutrition and physical activity.	
F. Exercise Adherence	a. Identify and perform physical activities that are fun, enjoyable, and promote fitness
1. Recognize the factors influencing daily physical activity	

Physical Development and Health
Physical Education

CONTENT STANDARD: 5.0 PHYSICAL ACTIVITY- Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

Indicators	Objectives
A. Aerobic Fitness	a. Demonstrate activities that improve aerobic capacity/cardio respiratory fitness
1. Identify and show individual aerobic capacity/cardio respiratory fitness.	
B. Muscular Strength and Endurance	a. Demonstrate activities that improve muscular strength through play
1. Identify and show activities for muscular strength and muscular endurance	
C. Flexibility	a. Demonstrate activities that improve flexibility through play
1. Identify and show activities for flexibility	

CONTENT STANDRARD: 6.0 SOCIAL PSYCHOLOGICAL PRINCIPLES- Students will demonstrate the ability to use skills essential for developing *self-efficacy*, fostering a sense of community, and working effectively with others in physical activity settings.

Indicators	Objectives
A. Safety and Physical Activity	a. Use personal and general space safely in a physical activity setting to avoid injury
1. Demonstrate safety in physical activity settings.	
B. Effort and Improvement	
C. Cooperation and Responsibility	a. Imitate socially acceptable behaviors of cooperation, respect, and responsibility to interact positively with others
1. Identify relationships and behavioral skills to develop a sense of community in physical activity settings	

Physical Development and Health
Health Education

CONTENT STANDARD: 1.0 MENTAL AND EMOTIONAL HEALTH- Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.

Indicators	Objectives
A. Communication	
1. Recognize methods of communication.	a. Demonstrate positive communication among peers.
B. Emotions	
1. Examine emotions and responses to various situations.	a. Identify basic emotions/feelings b. Demonstrate expression of basic emotions/feelings
E. Character Traits	
1. Identify positive and negative character traits that contribute to one's uniqueness.	a. Identify character traits contributing to your uniqueness b. Identify actions to make a friend

CONTENT STANDARD: 2.0 ALCOHOL, TOBACCO, AND OTHER DRUGS- Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the non-use, use, and abuse of medication, alcohol, tobacco, and other drugs.

Indicators	Objectives
A. Medication	
1. Identify appropriate uses of medication	a. List common medicines b. Discuss safe use of medicines

Physical Development and Health
Health Education

CONTENT STANDARD: 3.0 PERSONAL AND CONSUMER HEALTH - Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practice involving the use of health care products, services, and community resources.

Indicators	Objectives
A. Personal Health Maintenance	
1. Identify ways to care for your body.	a. Identify why it is important to keep your body clean such as preventing diseases, smelling nice, looking nice b. List ways you can keep you body clean such as taking a bath or shower, washing your hair, washing your hands, wearing clean clothes, brushing your teeth c. List the proper steps for hand-washing

CONTENT STANDARD: 4.0 FAMILY LIFE AND HUMAN SEXUALITY- Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development throughout the life cycle.

Indicators	Objectives
A. Family Unit	
1. Define a family unit.	a. Define what a family is b. Label who is in your family c. Explain/interpret where you fit in your family structure d. Analyze family structures in the media

Physical Development and Health
Health Education

CONTENT STANDARD: 5.0 SAFETY AND INJURY PREVENTION-Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Indicators	Objectives
A. Emergencies	
1. Recognize how to respond appropriately to emergency situations. *WSS VII C2 Shows beginning understanding of and follows health and safety rules.*	a. Explain how to respond to emergency situations such as tell an adult and call 911
B. Safety Rules and Procedures	
1. Identify ways to be safe when outdoors.	a. Identify how to cross a street safely, including look (left, right, left), listen, and think
2. Identify ways to stay safe from fires.	a. Describe ways to prevent accidentally starting a fire b. Identify skills to keep safe from fires
3. Identify ways to be safe in a car.	a. List safety rules for being a good passenger, for example, wear a seat belt, sit quietly, sit in child safety seat, and always ride in the back seat
4. Tell what to know when lost (separated).	a. Notify a trusted adult b. Designate a location to meet c. Express personal information such as name, phone number, address, parents'/caregivers' name, school, and group

Physical Development and Health
Health Education

CONTENT STANDARD: 6.0 NUTRITION AND FITNESS- Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Indicators	Objectives
A. Responses to Food	
1. Identify the relationship between food and the senses	a. Compare foods that have different smells b. Tell why food appearance affects food choices such as color, shape, and texture
B. Food Production	
1. Tell the source of different foods.	a. Identify foods that come from different sources such as plant and animal
C. Manners	
1. Define proper eating manners.	a. Demonstrate proper eating manners, such as chew with mouth closed, don't talk with mouth full, don't reach across the table, and don't grab food from others' plates
E. Food and Health	
1. Recognize the relationship between food and health. *WSS VII C2 Shows beginning understanding of and follows health and safety rules.*	a. Explain how food affects the body b. Discuss how media influences fool choices
F. Nutrition and Physical Activity Guidelines	
1. Identify food categories	a. Name the food groups b. List examples of food groups

Physical Development and Health
Health Education

CONTENT STANDARD: 7.0 DISEASE PREVENTION AND CONTROL- Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Indicators	Objectives
A. Disease Classification	
1. Define disease	a. Define the word disease
B. Prevention Practices	
1. Identify ways to reduce risk for becoming sick *WSS VII C1 Performs self-care tasks competently*	a. List actions to prevent illness, such as washing hands, covering sneeze/cough, and getting immunized (shots) b. Describe and demonstrate correct actions to prevent illness c. Describe when hands should be washed, such as before preparing/eating food, after restroom use, and other appropriate times

MMSR Professional Development Expectations for Participants[1]

- Consistently attend the training sessions and complete ALL assignments
- Gain familiarity with the *MMSR Framework and Standards* (i.e., vision statement, school readiness definition, standards, indicators, and objectives) and *MMSR Fall/Entry Exemplars*
- Gain familiarity with The Work Sampling System™ (WSS) or with the assessment method that your local school system/early childhood program is implementing as part of this model
- Apply observational techniques in the classroom, including feasible format of documentation
- Complete WSS™ checklist or your local school system/early childhood program checklist for each child in your class by the close of the designated reporting periods (e.g., fall, spring)
- In completing the WSS™ checklist, be sure to use the *MMSR Fall/Entry Exemplars* when rating each child on the 30 flagged performance indicators or all WSS indicators
- Plan and implement local school system/early childhood program curriculum with classroom instruction, interventions, and ongoing assessment
- Use assessment information and portfolio items (work samples) when communicating with families and when participating in transition meetings with the teachers of the next grade or other early childhood program

[1]Participants include early educators form kindergarten, prekindergarten, special education, preschool, child care, and Head Start programs.

MMSR Kindergarten Assessment Timeline
(Kindergarten Teachers Only)

August – November	• Kindergarten teachers observe and document strengths and needs for **all** students using the 30 WSS™ performance indicators.
September 30	• Any student who enrolls in kindergarten after this date will not be included in MMSR data collection.
November (1st 2 weeks)	• Kindergarten teachers **use** the ***Fall/Entry Exemplars*** complete ratings on 30 WSS™ performance indicators.
December	• Completed checklist is due for the Early Childhood Supervisor to MSDE vendor. Deadline for electronic submission of the data to MSDE contractor.
March	• MSDE presents *Children Entering School Ready to Learn* report to the Maryland General Assembly and State Board of Education
	• Local school systems and the early childhood community receive copies of the report.
Ongoing	• Teachers continue observing and documenting strengths and needs for all students throughout the entire school year on <u>all</u> performance indicators.
May/June	• Share assessment information with first grade teachers.

Questions and Answers

What is the Maryland Model for School Readiness (MMSR) and why is it important?
Children who succeed in school do well in life. It is a shared responsibility of parents and providers to furnish optimal care for children so they will grow to be happy and healthy adults. The care and nurturing given children before they enter elementary school is critical to their development. The Maryland Model for School Readiness (MMSR) is an assessment and instructional system designed to provide parents, teachers, and early childhood providers with a common understanding of what children know and are able to do upon entering school.

The MMSR is important because it provides a common goal and language of how parents, teachers, and providers can support young children's learning. MMSR incorporates research-based instruction, age-appropriate assessment of children's learning, and effective communication among teachers, parents, and early childhood providers. Teachers and providers receive on-going professional development to implement these practices.

What is "school readiness?"
The Maryland State Department of Education (MSDE) defines "school readiness" as the stage of human development that enables a child to engage in, and benefit from, primary learning experiences. As a result of family support and relationships with friends and members of the community, a young child reaches certain levels of physical well-being and motor development, acquired social and emotional capabilities, and attained language and comprehension skills coupled with general knowledge. Such attributes help children enter a classroom ready to work.

What skills do children need in order to succeed in school?
For those of us who are concerned about the school readiness of children, it is important they be:

- Socially adjusted, emotionally secure, and physically strong and coordinated.
- Able to communicate with adults and other children including awareness of print and letter-sound relationship, understanding stories, and love for books.
- Able to recognize and understand basic mathematical concepts including the ability to identify patterns and shapes and how to place items in a certain order.
- Aware of their environment, animal and plant life, as well as the roles of people in their families and communities.

- Comfortable with their creativity and appreciation for expressing themselves through the arts

These skills, behaviors, and knowledge prepare children to become successful learners. However, too many children come to school lacking many of these skills and behaviors. For this reason, the Maryland General Assembly placed into law a requirement that all Maryland kindergarten children are evaluated each fall to determine the levels of school readiness.

How are Maryland's kindergarteners evaluated?

An important component of the MMSR is the Work Sampling System™ (WSS), which provides a way for teachers to document and assess children's skills, knowledge, behavior, and academic accomplishments in a variety of subject areas. By observing students, teachers gain a better understanding of what they know, and are able to do, and still need to practice. The WSS is not a conventional readiness test and is not used to place students in particular programs. On the contrary, it is designed to support students' learning in seven areas:

1. social and personal development
2. language and literacy
3. mathematical thinking
4. scientific thinking
5. social studies
6. the arts
7. physical development and health

Who administers the WSS?

Trained teachers and early childhood providers document children's learning and rate each child's growth and progress using developmental guidelines, work samples, and checklists. Typically, students' skills and abilities are evaluated two or three times per year. Assessment information is shared with parents and reported to teachers of the next grade level.

How do teachers provide school readiness information?

Kindergarten teachers must evaluate students during the first few weeks of the kindergarten year using selected WSS indicators and report their ratings by the end of November of each year to the state. The data is included in the report to the General Assembly on the level of school readiness statewide.

How have early childhood programs integrated the MMSR?

All 24 of Maryland's local school systems have integrated the use of the MMSR into their programs. Many school systems have also included pre-kindergarten teachers and early childhood special educators in MMSR staff development activities. The MMSR has increasingly been applied in Head Start and child care programs, expanding the possibility that children will be better and more consistently prepared for kindergarten.

What are the benefits of using the Maryland Model for School Readiness?

The MMSR provides a framework for best practices in early care and education programs. Through the MMSR, teachers gain an in-depth understanding of children's learning styles and capabilities allowing them to probe more deeply into their students' learning potential. Children and their families benefit from the clear communication about what children need to learn to be successful in school.