

LifeCubby Vine Assessments  
Align with  
Massachusetts Department of Education Curriculum  
Frameworks



**The LifeCubby  
Assessment System**



## References

Massachusetts Department of Education. *Massachusetts department of education curriculum frameworks*. MA:  
Author. Retrieved from <http://www.doe.mass.edu/frameworks/current.html>

<b>Massachusetts Curriculum Framework (Pre-K Standards)</b>	<b>Vine Assessments by LifeCubby</b>
<b>Massachusetts Curriculum Framework for English Language Arts and Literacy</b>	
Reading Standards for Literature	
Key Ideas and Details	<b>Vine Indicators</b>
1. With prompting and support, ask and answer questions about a story or poems read aloud.	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
2. With prompting and support, retell a sequence of events from a story read aloud.	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
3. With prompting and support, act out characters and events from a story or poem read aloud.	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Craft and Structure	
4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.	<b>LKS 8-3 Develops Emergent Reading</b> <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Integration of Knowledge and Ideas	
7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story

8a. Respond to a regular beat in poetry and song by movement or clapping.	<p><b>LC 7-3 Develops Phonemic Awareness</b>  <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted  <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)</p>
9. With prompting and support, make connections between a story or poems and one’s own experiences.	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
Range of Reading and Level of Text Complexity	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
Reading Standards for Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about an informational text read aloud.	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
2. With prompting and support, recall important facts from an informational text after hearing it read aloud.	<p><b>LKS 8-1 Develops Early Literacy</b>  <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop).	<p><b>CCA 21-4 Participates in Dramatic Play</b>  <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play  <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
Craft and Structure	

4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.	<b>LKS 8-3 Develops Emergent Reading</b> <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).	<b>LKS 8-3 Develops Emergent Reading</b> <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Integration of Knowledge and Ideas	
7. With prompting and support, describe important details from an illustration or photograph.	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Range of Reading and Level of Text Complexity	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Reading Standards: Foundational Skills	
Print Concepts	
1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.	<b>LKS 8-3 Develops Emergent Reading</b> <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.	<b>LKS 8-1 Develops Early Literacy</b> <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and

	author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
d. Recognize and name some upper-case letters of the alphabet and the lowercase letters in one's own name.	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
<b>Phonological Awareness</b>	
2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
a. With guidance and support recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
c. Identify the initial sound of a spoken word and, with guidance and support, generate a several other words that have the same initial sound.	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
<b>Phonics and Word Recognition</b>	
3. Demonstrate beginning understanding of phonics and word analysis skills.	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print

c. Recognize one's own name and familiar common signs and labels (e.g., STOP).	<p><b>LKS 8-3 Develops Emergent Reading</b>  <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading  <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
1. Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen.").	<p><b>LC 7-2 Develops Expressive Communication</b>  <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
2. Use a combination of dictating and drawing to explain information about a topic.	<p><b>LKS 9-1 Develops Emergent Writing</b>  <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
3. Use a combination of dictating and drawing to tell a real or imagined story.	<p><b>LKS 9-1 Develops Emergent Writing</b>  <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1. Participate in collaborative conversations with diverse partners during daily routines and play.	<p><b>LC 7-6 Learns Conversation Structure</b>  <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking; listening to peers; waiting to speak until another person is finished talking; asking questions and waiting for an answer; gaining the floor in appropriate ways).	<p><b>LC 7-6 Learns Conversation Structure</b>  <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
b. Continue a conversation through multiple exchanges.	<p><b>LC 7-6 Learns Conversation Structure</b>  <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>



2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
<b>Presentation of Knowledge and Ideas</b>	
4. Describe personal experiences; tell real or imagined stories.	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, or clay models) and explain them to others.	<b>LKS 9-1 Develops Emergent Writing</b> <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
6. Speak audibly and express thoughts, feelings, and ideas.	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
<b>Conventions of Standard English</b>	
1. Demonstrate use of oral language in informal every day activities.	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
b. Use frequently occurring nouns and verbs.	<b>LC 7-4 Expands Vocabulary</b> <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
c. Form regular plural nouns.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old:</u> Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u> ); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)

	<u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
d. Understand and use question words (e.g., who, what, where, when, why, how).	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old</u> : Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u> ); may overcorrect grammar (e.g. “goed,” “mouses,” etc.) <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old</u> : Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u> ); may overcorrect grammar (e.g. “goed,” “mouses,” etc.) <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
f. Demonstrate the ability to speak in complete sentences.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>3-Year Old</u> : Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u> ); may overcorrect grammar (e.g. “goed,” “mouses,” etc.) <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
g. Use vocabulary in the Massachusetts Mathematics Curriculum Framework Pre-kindergarten standards to express concepts related to length, area, weight, capacity, and volume.	<b>LC 7-4 Expands Vocabulary</b> <u>Pre-K</u> : Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)

<b>Massachusetts Curriculum Framework for Mathematics</b>	
<b>Counting and Cardinality</b>	
MA.1. Listen to and say the names of numbers in meaningful contexts.	<b>CM 10-4 Reads and Writes Numbers</b> <u>3-Year Old</u> : Can trace numbers: recognizes a few numbers in written form <u>Pre-K</u> : Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
MA.2. Recognize and name written numerals 0–10.	<b>CM 10-4 Reads and Writes Numbers</b> <u>3-Year Old</u> : Can trace numbers: recognizes a few numbers in written form <u>Pre-K</u> : Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names



MA.3. Understand the relationship between numerals and quantities up to ten.	<p><b>CM 10-1 Begins Counting</b>  <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence  <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
MA.4. Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.	<p><b>CM 10-1 Begins Counting</b>  <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence  <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
MA.5. Use comparative language such as more/less than, equal to, to compare and describe collections of objects.	<p><b>CM 10-2 Builds and Observes Sets</b>  <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p>
<b>Operations and Algebraic Thinking</b>	
MA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.	<p><b>CM 10-3 Learns Addition, Subtraction and Division</b>  <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p>
<b>Measurement and Data</b>	
MA.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow).	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
MA.2. Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.	<p><b>CM 11-1 Learns Measurement and Quantities</b>  <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>
MA.3. Sort, categorize, and classify objects by more than one attribute.	<p><b>CS 13-2 Classifies or Sorts Objects</b>  <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound</p>
MA.4. Recognize that certain objects are coins and that dollars and coins represent money.	<p><b>SS 16-5 Learns about Government and Economics</b>  <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions</p>
<b>Geometry</b>	
MA.1. Identify relative position of objects in space, and use appropriate language (e.g.,	<p><b>CM 12-2 Develops Spatial Awareness</b>  <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height,</p>

beside, inside, next to, close to, above, below, apart).	capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
MA.2. Identify various two-dimensional shapes using appropriate language.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
MA.3. Create and represent three-dimensional shapes (ball/sphere, square box/cube, tube/ cylinder) using various manipulative materials, such as popsicle sticks, blocks, pipe cleaners, pattern blocks, and so on.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry

<b>Massachusetts Arts Curriculum Framework</b>	
The Arts Disciplines: Dance	
PreK–12 STANDARD 1: Movement Elements and Dance Skills	
Students will identify and demonstrate movement elements and dance skills.	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
PreK–12 STANDARD 2: Choreography	
Students will create movement compositions based on choreographic principles, processes, and forms.	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
PreK–12 STANDARD 3: Dance as Expression	
Students will demonstrate an understanding of dance as a way to express and communicate meaning.	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
PreK–12 STANDARD 3: Dance as Expression	
Students will demonstrate an understanding of dance as a way to express and communicate meaning.	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
PreK–12 STANDARD 4: Performance in Dance	

Students will rehearse and stage dance works.	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
PreK–12 STANDARD 5: Critical Response	
Students will describe and analyze their own dances and the dances of others using appropriate dance vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>CCA 21-3 Explores Movement and Dance</b> <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities <b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
The Arts Disciplines: Music	
PreK–12 STANDARD 1: Singing	
Students will sing, alone and with others, a varied repertoire of music.	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
PreK–12 STANDARD 2: Reading and Notation	
Students will read music written in standard notation.	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
PreK–12 STANDARD 3: Playing Instruments	
Students will play instruments, alone and with others, to perform a varied repertoire of music.	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
PreK–12 STANDARD 4: Improvisation and Composition	
Students will improvise, compose, and arrange music.	<b>CCA 21-2 Explores Music</b> <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.

PreK–12 STANDARD 5: Critical Response	
Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
The Arts Disciplines: Theatre	
PreK–12 STANDARD 1: Acting	
Students will develop acting skills to portray characters who interact in improvised and scripted scenes.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
PreK–12 STANDARD 2: Reading and Writing Scripts	
Students will read, analyze, and write dramatic material.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
PreK–12 STANDARD 3: Directing	
Students will rehearse and stage dramatic works.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
PreK–12 STANDARD 4: Technical Theatre	
Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.	<b>CCA 21-4 Participates in Dramatic Play</b> <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
PreK–12 STANDARD 5: Critical Response	
Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>LC 7-2 Develops Expressive Communication</b> <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
The Arts Disciplines: Visual Arts	
PreK–12 STANDARD 1: Methods, Materials, and Techniques	

Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
PreK–12 STANDARD 2: Elements and Principles of Design	
Students will demonstrate knowledge of the elements and principles of design.	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
PreK–12 STANDARD 3: Observation, Abstraction, Invention, and Expression	
Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
PreK–12 STANDARD 4: Drafting, Revising, and Exhibiting	
Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
PreK–12 STANDARD 5: Critical Response	
Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
PreK–12 STANDARD 6: Purposes and Meanings in the Arts	
Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where	<b>CCA 21-1 Explores Art Media</b> <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create

appropriate, interpret their meanings.	<u>Pre-K</u> : Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
PreK–12 STANDARD 7: Roles of Artists in Communities	
Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>Pre-K</u> : Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
PreK–12 STANDARD 8: Concepts of Style, Stylistic Influence, and Stylistic Change	
Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K</u> : Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
PreK–12 STANDARD 9: Inventions, Technologies, and the Arts	
Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their works.	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K</u> : Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
PreK–12 STANDARD 10: Interdisciplinary Connections	
Students will use knowledge of the arts and cultural resources in the study of the arts, English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.	<b>CCA 21-1 Explores Art Media</b> <u>Pre-K</u> : Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes



<b>Massachusetts History and Social Science Curriculum Framework</b>	
Pre-Kindergarten to Kindergarten Learning Standards	
<p>PreK–K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)</p> <p>A. Columbus Day            B. Independence Day            C. Martin Luther King, Jr. Day            D. Presidents’ Day            E. Thanksgiving</p>	<p><b>SS 16-1 Explores Cultures</b>  <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
<p>PreK–K.2 Put events in their own and their families’ lives in temporal order. (H)</p>	<p><b>SS 16-2 Understands Time</b>  <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)  <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year</p>
<p>PreK–K.3 Identify the student’s street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student’s school and the city or town in which it is located. (G)</p>	<p><b>SS 16-3 Explores Geography</b>  <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.  <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures</p>
<p>PreK–K.4 Describe the location and features of places in the immediate neighborhood of the student’s home or school. (G)</p>	<p><b>SS 16-3 Explores Geography</b>  <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.  <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures</p>
<p>PreK–K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)</p>	<p><b>ATL 1-2 Develops Memory</b>  <u>3-Year Old:</u> Recalls some elements of a story  <u>Pre-K:</u> Recalls part or all of a story, including characters and main events</p>
<p>PreK–K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)</p>	<p><b>SS 16-4 Learns about Community Roles and Jobs</b>  <u>3-Year Old:</u> Learns about family roles and relationships  <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>

<p>PreK–K.7 Demonstrate understanding that there are important American symbols by identifying</p> <p>A. the American flag and its colors and shapes</p> <p>B. the melody of the national anthem</p> <p>C. the picture and name of the current president</p> <p>D. the words of the Pledge of Allegiance. (C)</p>	<p><b>SS 16-5 Learns about Government and Economics</b></p> <p><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions</p>
<p>PreK–K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)</p>	<p><b>SS 16-4 Learns about Community Roles and Jobs</b></p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p> <p><u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>
<p>PreK–K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)</p>	<p><b>SS 16-4 Learns about Community Roles and Jobs</b></p> <p><u>3-Year Old:</u> Learns about family roles and relationships</p> <p><u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>
<p>PreK–K.10 Give examples of the things that people buy with the money they earn. (E)</p>	<p><b>SS 16-5 Learns about Government and Economics</b></p> <p><u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions</p>

<b>Massachusetts Science and Technology/ Engineering Curriculum Framework (PreK)</b>	
Earth and Space Sciences	
ESS1. Earth's Place in the Universe	
<p>PreK-ESS1-1(MA). Demonstrate awareness that the Moon can be seen in the daytime and at night, and of the different apparent shapes of the Moon over a month.</p>	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
<p>PreK-ESS1-2(MA). Observe and use evidence to describe that the</p>	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p>

Sun is in different places in the sky during the day.	<u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
<b>ESS2. Earth's Systems</b>	
PreK-ESS2-1(MA). Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K</u> : Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
PreK-ESS2-2(MA). Observe and classify non-living materials, natural and human made, in the local environment.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
PreK-ESS2-3(MA). Explore and describe different places water is found in the local environment.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
PreK-ESS2-4(MA). Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K</u> : Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
PreK-ESS2-5(MA). Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
PreK-ESS2-6(MA). Provide examples of the impact of weather on living things.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
<b>ESS3. Earth and Human Activity</b>	
PreK-ESS3-1(MA). Engage in discussion and raise questions using examples about local resources (including soil and water) humans use to meet their needs.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things

PreK-ESS3-2(MA). Observe and discuss the impact of people's activities on the local environment.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
<b>Life Science</b>	
<b>LS1. From Molecules to Organisms: Structures and Processes</b>	
PreK-LS1-1(MA). Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
PreK-LS1-2(MA). Explain that most animals have five senses they use to gather information about the world around them.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
PreK-LS1-3(MA). Use their five senses in their exploration and play to gather information.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
<b>LS2. Ecosystems: Interactions, Energy, and Dynamics</b>	
PreK-LS2-1(MA). Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
PreK-LS2-2(MA). Using evidence from the local environment, explain how familiar plants and animals meet their needs where they live.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
PreK-LS2-3(MA). Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
<b>LS3. Variation of Traits</b>	
PreK-LS3-1(MA). Use observations to explain that	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>

young plants and animals are like but not exactly like their parents.	<u>Pre-K</u> : Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
PreK-LS3-2(MA). Use observations to recognize differences and similarities among themselves and their friends.	<b>SED 4-1 Develops Awareness of Self</b> <u>Pre-K</u> : Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
<b>Physical Sciences</b>	
<b>PS1. Matter and Its Interactions</b>	
PreK-PS1-1(MA). Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K</u> : Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
PreK-PS1-2(MA). Investigate natural and human-made objects to describe, compare, sort, and classify objects based on observable physical characteristics, uses, and whether something is manufactured or occurs in nature.	<b>CS 13-1 Explores Objects</b> <u>Pre-K</u> : Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses <b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K</u> : Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
PreK-PS1-3(MA). Differentiate between the properties of an object and those of the material of which it is made.	<b>CS 13-1 Explores Objects</b> <u>Pre-K</u> : Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
PreK-PS1-4(MA). Recognize through investigation that physical objects and materials can change under different circumstances.	<b>CS 13-1 Explores Objects</b> <u>Pre-K</u> : Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
<b>PS2. Motion and Stability: Forces and Interactions</b>	
PreK-PS2-1(MA). Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K</u> : Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
PreK-PS2-2(MA). Through experience, develop awareness of factors that influence whether things stand or fall.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K</u> : Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help

PS4. Waves and Their Applications in Technologies for Information Transfer	
PreK-PS4-1(MA). Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
PreK-PS4-2(MA). Connect daily experiences and investigations to demonstrate the relationships between the size and shape of shadows, the objects creating the shadow, and the light source.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help

<b>Massachusetts Comprehensive Health Curriculum Framework (PreK)</b>	
PreK–12 STANDARD 1: Growth and Development	
Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
PreK–12 STANDARD 2: Physical Activity and Fitness	
Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
PreK–12 Standard 3 NUTRITION	



Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.	<b>PMP 20-1 Learns about Nutrition</b> <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures
PreK–12 Standard 4 Reproduction/Sexuality	
Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health.	<b>PMP 19-2 Develops Self-Care Skills</b> <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
PreK–12 Standard 5 Mental Health	
Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
	<b>SED 4-1 Develops Awareness of Self</b> <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
PreK–12 Standard 6 Family Life	
Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.	<b>SED 4-1 Develops Awareness of Self</b> <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
PreK–12 Standard 7 Interpersonal Relationships	
Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.	<b>SED 6-3 Cooperates with Peers</b> <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
PreK–12 Standard 8 Disease Prevention & Controls	

<p>Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.</p>	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p> <p><b>PMP 19-2 Develops Self-Care Skills</b>  <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
<p>PreK–12 Standard 9 Safety &amp; Injury Prevention</p>	
<p>Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.</p>	<p><b>PMP 20-2 Learns Safety Rules</b>  <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher’s instructions</p>
<p>PreK–12 Standard 11 Tobacco, Alcohol, &amp; other Substances</p>	
<p>Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.</p>	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p> <p><b>PMP 20-1 Learns about Nutrition</b>  <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures</p>
<p>PreK–12 Standard 12 Violence Prevention</p>	
<p>Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to</p>	<p><b>ATL 2-2 Shows Responsibility</b>  <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p><b>PMP 20-2 Learns Safety Rules</b>  <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands &amp; follows safety rules; follows teacher’s instructions</p>

discourage others from engaging in violence.	
PreK–12 Standard 13 Consumer Health & Resource Management	
Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their family, and the community.	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
PreK–12 Standard 13 Ecological Health	
Students will gain knowledge of the interdependence between the environment and physical health, and will acquire skills to care for the environment.	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
PreK–12 Standard 14 Community & Public Health	
Students will learn the influence of social factors on health and contribution of public health, and will gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities.	<p><b>ATL 2-2 Shows Responsibility</b>  <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>  <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
	<p><b>SS 16-4 Learns about Community Roles and Jobs</b>  <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>

**DISCLAIMER:**

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

[info@lifecubby.me](mailto:info@lifecubby.me)