

MIDDLE-LEVEL CURRICULUM

A SYNERGISTIC SYSTEM



STANDARDS CORRELATION REPORT

Thursday, May 29, 2014

STANDARDS FROM

Virginia | Foundation Blocks for Early Learning | History and Social Science (2013)

Four-Year-Olds



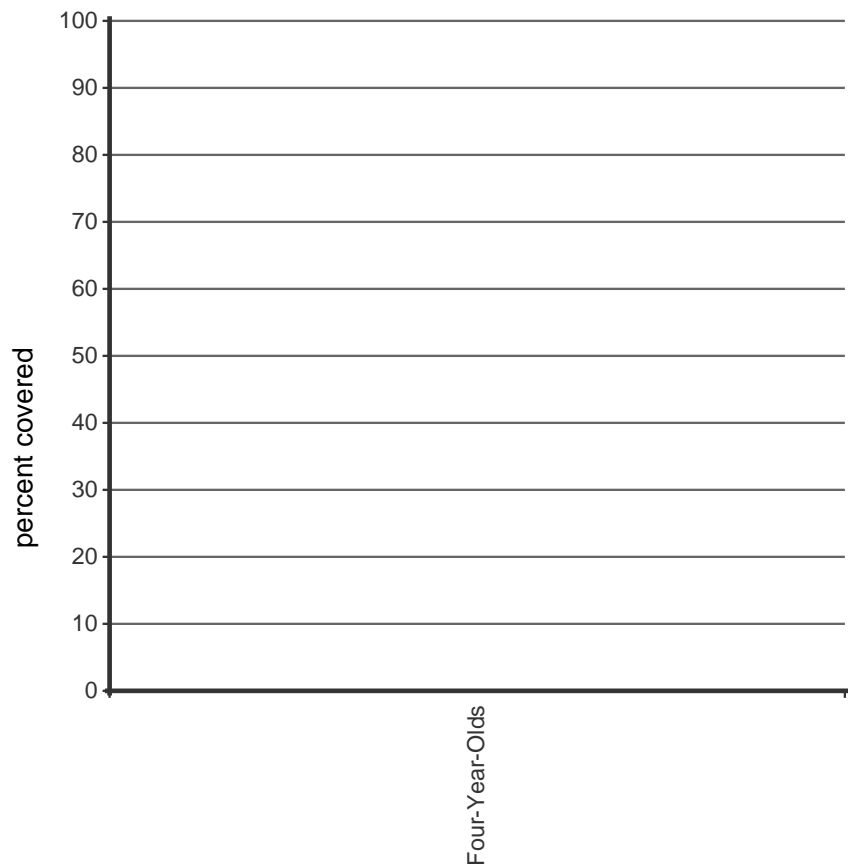
STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

When reviewing the "Standards/Benchmarks Addressed Summary, " all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- Four-Year-Olds standards covered :0 of 47 (0%)

Standards/Benchmarks Addressed



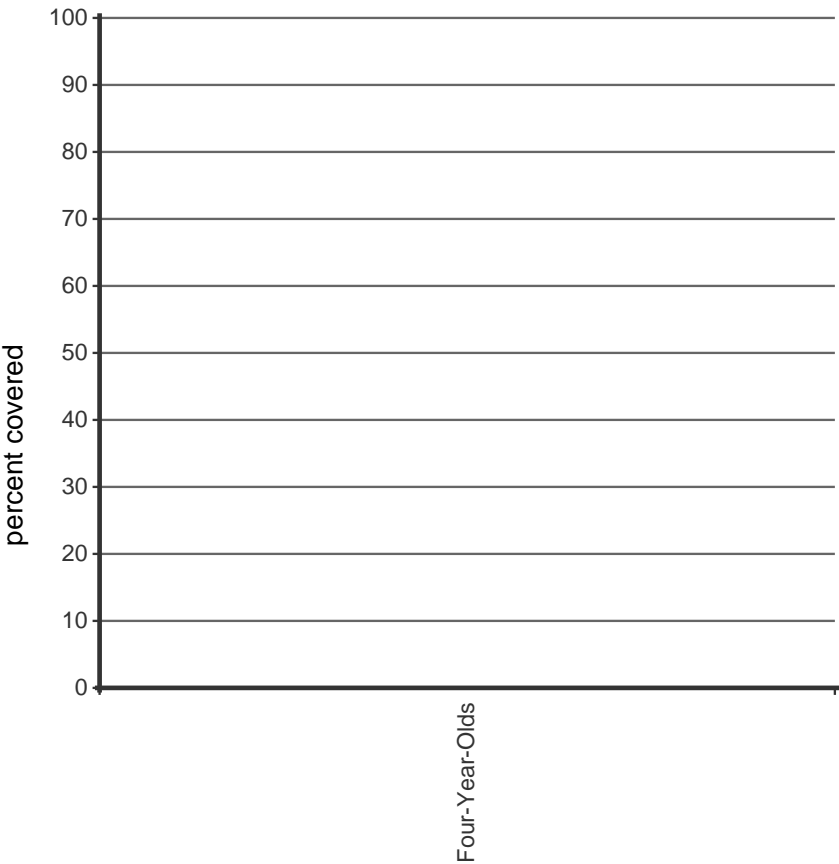
BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

Benchmarks are considered the statements at the lowest level of the document. When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- Four-Year-Olds standards covered :0 of 40 (0%)

Benchmarks Addressed



COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set chosen for this report and the titles that address them. Statements that are colored gray are not addressed by any title in the title set chosen for this report

Four-Year-Olds

- Four-Year-Olds standards covered :0 of 47 (0%)
- Four-Year-Olds standards covered :0 of 40 (%)

	Four-Year-Olds Virginia Foundation Blocks for Early Learning History and Social Science (2013)
1	The child will identify ways in which people are alike and different.
1.a	Recognize ways in which people are alike and different.
1.b	Describe his/her own unique characteristics and those of others.
1.c	Make the connection that he/she is both a member of a family and a member of a classroom community.
1.d	Engage in pretend play to understand self and others.
1.e	Participate in activities and traditions associated with different cultural heritages.
2	The child will develop an awareness of change over time.
2.a	Describe ways children have changed since they were babies.
2.b	Express the difference between past and present using words such as before, after, now, and then.
2.c	Order/sequence events and objects.
2.d	Ask questions about artifacts from everyday life in the past.
2.e	Recount episodes from stories about the past.

	Four-Year-Olds Virginia Foundation Blocks for Early Learning History and Social Science (2013)
2.f	Take on a role from a specific time, use symbols and props, and act out a story/narrative.
2.g	Describe past times based on stories, pictures, visits, songs, and music.
3	The child will develop an increased awareness of the physical relationship between and among people and places.
3.a	Identify and describe prominent features of the classroom, school, neighborhood, and community.
3.b	Engage in play where one item represents another (miniature vehicles, people, and blocks).
3.c	Make and walk on paths between objects, e.g., from the door to the window.
3.d	Represent objects in the order in which they occur in the environment.
3.e	Experience seeing things from different elevations.
4	The child will use words to indicate the relative location of objects and people including direction words, comparison words, and attribute words.
4.a	Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences.
4.b	Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time.
4.c	Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside).
4.d	Use attribute words (hard, soft, rough, and smooth).
4.e	Use labels and symbols for what the child has seen.
5	The child will develop an increased awareness of the types of work people do and the variety of tools people use in their jobs.
5.a	Identify pictures of work and name the jobs people do.

	Four-Year-Olds Virginia Foundation Blocks for Early Learning History and Social Science (2013)
5.b	Describe what people do in their community job.
5.c	Match tools to jobs.
5.d	Match job sites to work done.
5.e	Role play the jobs of workers.
6	The child will recognize that people make choices because they cannot have everything they want and that people work to earn money to buy the things they want and need.
6.a	Identify choices.
6.b	Recognize that everyone has wants and needs.
6.c	Recognize that our basic needs include food, clothing, and shelter.
6.d	Choose daily tasks.
6.e	Role play purchasing situations where choices are made.
7	The child will participate as a member/citizen of a classroom community.
7.a	Cooperate with others in a joint activity.
7.b	Recognize the need for rules to help get along with others.
7.c	Participate in creating rules for the classroom.
7.d	State personal plans for learning center activities.
7.e	Participate in discussing and generating solutions to a class problem.
7.f	Share thoughts and opinions in group settings.
7.g	Demonstrate responsible behaviors in caring for classroom materials.
7.h	Identify the needs of other people by helping them.

STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

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2.a	Describe ways children have changed since they were babies.
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