

*The Mississippi College- and Career-Readiness Standards for* ***First Grade Classrooms***

**An Observational and Performance-Based Checklist**

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| Child Name |  | Teacher Name |  |
| School Name |  | School Year |  |

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| College and Career Readiness Standards | | | **HEALTH (H)** | | | | | |
| Code 1 = Needs Development | | Code 2 = Making  Progress | | Code 3 = Developing  as Expected | | Code 4 = Advanced Development | | |
| **HEALTH (H)** | | | | | **OBSERVATIONS** | | | |
| **Fall** | | **Winter** | **Spring** |
| **H.1.1** | **Comprehend concepts related to health promotion and disease prevention to enhance health.** | | | |  | |  |  |
| **H.1.1a** | Identify ways of preventing and controlling disease. | | | |  | |  |  |
| **H.1.1b** | Identify items appropriate for sharing and items not appropriate for sharing. | | | |  | |  |  |
| **H.1.1c** | Introduce healthy snacks. | | | |  | |  |  |
| **H.1.1d** | Identify reasons for taking medicine. | | | |  | |  |  |
| **H.1.1e** | Recognize that health problems should be detected and treated early. | | | |  | |  |  |
| **H.1.2** | **Analyze the influence of family, peers, culture, media, technology, and other factors on health.** | | | |  | |  |  |
| **H.1.2a** | Identify factors that contribute to individuality. | | | |  | |  |  |
| **H.1.2b** | Introduce technologies that influence health. | | | |  | |  |  |
| **H.1.3** | **Demonstrate the ability to access valid health information and products and services to enhance health.** | | | |  | |  |  |
| **H.1.3a** | Explain the roles of various types of workers in the field of health. | | | |  | |  |  |
| **H.1.3b** | Discuss the roles of emergency workers. | | | |  | |  |  |
| **H.1.3c** | Identify sources of health products and services in the community. | | | |  | |  |  |
| **H.1.4** | **Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** | | | |  | |  |  |
| **H.1.4a** | Describe the difference in verbal and nonverbal communication. | | | |  | |  |  |
| **H.1.4b** | Demonstrate attentive listening skills to build and maintain healthy relationships. | | | |  | |  |  |
| **H.1.5** | **Demonstrate the ability to use decision-making skills to enhance health.** | | | |  | |  |  |
| **H.1.5a** | Identify guidelines for making wise food choices. | | | |  | |  |  |
| **H.1.5b** | Explore a variety of physical activities. | | | |  | |  |  |
| **H.1.5c** | Identify safe and unsafe behaviors. | | | |  | |  |  |
| **H.1.6** | **Demonstrate the ability to use goal-setting skills to enhance health.** | | | |  | |  |  |
| **H.1.6a** | Set a personal health goal and track progress toward its achievement. | | | |  | |  |  |
| **H.1.7** | **Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** | | | |  | |  |  |
| **H.1.7a** | Explain ways family members work together to obtain and maintain healthy behaviors. | | | |  | |  |  |
| **H.1.7b** | Contrast safe and risky behaviors. | | | |  | |  |  |
| **H.1.7c** | Identify healthy habits that ensure good hygiene. | | | |  | |  |  |
| **H.1.8** | **Demonstrate the ability to advocate for personal, family, and community health.** | | | |  | |  |  |
| **H.1.8a** | Understand the importance of influencing others to make healthy choices. | | | |  | |  |  |
| **H.1.8b** | Work collaboratively in small groups to achieve a common goal. | | | |  | |  |  |

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| College and Career Readiness Standards | | | | | **THE ARTS (A)** | | | | | |
| Code 1 = Needs Development | | | | Code 2 = Making  Progress | | Code 3 = Developing  as Expected | | Code 4 = Advanced Development | | |
| **DANCE (DA)** | | | | | | | **OBSERVATIONS** | | | |
| **Fall** | | **Winter** | **Spring** |
| **DA.CR1.1.1** | **Generate and conceptualize artistic ideas and work.** | | | | | |  | |  |  |
| **DA.CR1a.1.1** | Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source. | | | | | |  | |  |  |
| **DA.CR1b.1.1** | Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance. | | | | | |  | |  |  |
| **DA.CR2.1.1** | **Organize and develop artistic ideas and work.** | | | | | |  | |  |  |
| **DA.CR2a.1.1** | Improvise a series of movements that have a beginning, middle, and end, and describe movement choices. | | | | | |  | |  |  |
| **DA.CR2b.1.1** | Choose movements that express an idea or emotion, or follow a musical phrase. | | | | | |  | |  |  |
| **DA.CR3.1.1** | **Refine and complete artistic work.** | | | | | |  | |  |  |
| **DA.CR3a.1.1** | Explore suggestions to change movement from guided improvisation and/or short remembered sequences. | | | | | |  | |  |  |
| **DA.CR3b.1.1** | Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach). | | | | | |  | |  |  |
| **DA.PR4.1.1** | **Select, analyze, and interpret artistic work for presentation.** | | | | | |  | |  |  |
| **DA.PR4a.1.1** | Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles. | | | | | |  | |  |  |
| **DA.PR4b.1.1** | Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat. | | | | | |  | |  |  |
| **DA.PR4c.1.1** | Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin). | | | | | |  | |  |  |
| **DA.PR5.1.1** | **Develop and refine artistic technique and work for presentation.** | | | | | |  | |  |  |
| **DA.PR5a.1.1** | Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality. | | | | | |  | |  |  |
| **DA.PR5b.1.1** | Move safely in general space through a range of activities and group formations while maintaining personal space. | | | | | |  | |  |  |
| **DA.PR5c.1.1** | Modify movements and spatial arrangements upon request. | | | | | |  | |  |  |
| **DA.PR6.1.1** | **Convey meaning through the presentation of artistic work.** | | | | | |  | |  |  |
| **DA.PR6a.1.1** | Dance for others in a space where audience and performers occupy different areas. | | | | | |  | |  |  |
| **DA.PR6b.1.1** | Explore the use of simple props to enhance performance. | | | | | |  | |  |  |
| **DA.RE7.1.1** | **Perceive and analyze artistic work.** | | | | | |  | |  |  |
| **DA.RE7a.1.1** | Find a movement that repeats in a dance to make a pattern. | | | | | |  | |  |  |
| **DA.RE7b.1.1** | Demonstrate and describe observed or performed dance movements from a specific genre or culture. | | | | | |  | |  |  |
| **DA.RE8.1.1** | **Interpret intent and meaning in artistic work.** | | | | | |  | |  |  |
| **DA.RE8a.1.1** | Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology. | | | | | |  | |  |  |
| **DA.RE9.1.1** | **Apply criteria to evaluate artistic work.** | | | | | |  | |  |  |
| **DA.RE9a.1.1** | Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen. | | | | | |  | |  |  |
| **DA.CN10.1.1** | **Synthesize and relate knowledge and personal experiences to make art.** | | | | | |  | |  |  |
| **DA.CN10a.1.1** | Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience. | | | | | |  | |  |  |
| **DA.CN10b.1.1** | Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story. | | | | | |  | |  |  |
| **DA.CN11.1.1** | **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** | | | | | |  | |  |  |
| **DA.CN11a.1.1** | Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced. | | | | | |  | |  |  |
| **MEDIA ARTS (MA)** | | | | | | | **OBSERVATIONS** | | | |
| **Fall** | | **Winter** | **Spring** |
| **MA:CR1.1.1** | | | **Generate and conceptualize artistic ideas and work.** | | | |  | |  |  |
| **MA:CR1a.1.1** | | | Express and share ideas for media artworks through sketching and modeling. | | | |  | |  |  |
| **MA.CR2.1.1** | | | **Organize and develop artistic ideas and work.** | | | |  | |  |  |
| **MA.CR2a.1.1** | | | With guidance, use identified ideas to form plans and models for media arts productions. | | | |  | |  |  |
| **MA.CR3.1.1** | | | **Refine and complete artistic work.** | | | |  | |  |  |
| **MA.CR3a.1.1** | | | Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition. | | | |  | |  |  |
| **MA.CR3b.1.1** | | | Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks. | | | |  | |  |  |
| **MA.PR4.1.1** | | | **Select, analyze, and interpret artistic work for presentation.** | | | |  | |  |  |
| **MA.PR4a.1.1** | | | Combine varied academic, arts, and media content in media artworks, such as an illustrated story. | | | |  | |  |  |
| **MA.PR5.1.1** | | | **Develop and refine artistic techniques and work for presentation.** | | | |  | |  |  |
| **MA.PR5a.1.1** | | | Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions. | | | |  | |  |  |
| **MA.PR5b.1.1** | | | Describe and demonstrate basic creative skills within media arts productions, such as varying techniques. | | | |  | |  |  |
| **MA.PR5c.1.1** | | | Experiment with and share different ways to use tools and techniques to construct media artworks. | | | |  | |  |  |
| **MA.PR6.1.1** | | | **Convey meaning through the presentation of artistic work.** | | | |  | |  |  |
| **MA.PR6a.1.1** | | | With guidance, discuss presentation conditions and perform a task in presenting media artworks. | | | |  | |  |  |
| **MA.PR6b.1.1** | | | With guidance, discuss the experience of the presentation of media artworks | | | |  | |  |  |
| **MA.RE7.1.1** | | | **Perceive and analyze artistic work.** | | | |  | |  |  |
| **MA.RE7a.1.1** | | | Identify components and messages in media artworks. | | | |  | |  |  |
| **MA.RE7b.1.1** | | | With guidance, identify how a variety of media artworks create different experiences. | | | |  | |  |  |
| **MA.RE8.1.1** | | | Interpret intent and meaning in artistic work | | | |  | |  |  |
| **MA.RE8a.1.1** | | | With guidance, identify the meanings of a variety of media artworks. | | | |  | |  |  |
| **MA.RE9.1.1** | | | **Apply criteria to evaluate artistic work.** | | | |  | |  |  |
| **MA.RE9a.1.1** | | | Identify the effective parts of and possible changes to media artworks, considering viewers. | | | |  | |  |  |
| **MA.CN10.1.1** | | | **Synthesize and relate knowledge and personal experiences to make art.** | | | |  | |  |  |
| **MA.CN10a.1.1** | | | Use personal experiences, interests, and models in creating media artworks. | | | |  | |  |  |
| **MA.CN10b.1.1** | | | Share meaningful experiences of media artworks. | | | |  | |  |  |
| **MA.CN.11.1.1** | | | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** | | | |  | |  |  |
| **MA.CN11a.1.1** | | | Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends. | | | |  | |  |  |
| **MA.CN11b.1.1** | | | Interact appropriately with media arts tools and environments, considering safety, rules, and fairness. | | | |  | |  |  |
| **MUSIC (MU)** | | | | | | | **OBSERVATIONS** | | | |
| **Fall** | | **Winter** | **Spring** |
| **MU.CR1.1.1** | | **Generate and conceptualize artistic ideas and work.** | | | | |  | |  |  |
| **MU.CR1a.1.1** | | With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. | | | | |  | |  |  |
| **MU.CR1b.1.1** | | With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). | | | | |  | |  |  |
| **MU.CR2.1.1** | | **Organize and develop artistic ideas and work.** | | | | |  | |  |  |
| **MU.CR2a.1.1** | | With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. | | | | |  | |  |  |
| **MU.CR2b.1.1** | | With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. | | | | |  | |  |  |
| **MU.CR3.1.1** | | **Refine and complete artistic work.** | | | | |  | |  |  |
| **MU.CR3a.1.1** | | With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. | | | | |  | |  |  |
| **MU.CR3.2.1** | | **Refine and complete artistic work.** | | | | |  | |  |  |
| **MU.CR3a.2.1** | | With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. | | | | |  | |  |  |
| **MU.PR4.1.1** | | **Select, analyze, and interpret artistic work for presentation.** | | | | |  | |  |  |
| **MU.PR4a.1.1** | | With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. | | | | |  | |  |  |
| **MU.PR4.2.1** | | **Select, analyze, and interpret artistic work for presentation.** | | | | |  | |  |  |
| **MU.PR4a.2.1** | | With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. | | | | |  | |  |  |
| **MU.PR4b.2.1** | | When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation. | | | | |  | |  |  |
| **MU.PR4.3.1** | | **Select, analyze, and interpret artistic work for presentation.** | | | | |  | |  |  |
| **MU.PR4a.3.1** | | Demonstrate and describe music’s expressive qualities (such as dynamics and tempo). | | | | |  | |  |  |
| **MU.PR5.1.1** | | **Develop and refine artistic techniques and work for presentation.** | | | | |  | |  |  |
| **MU.PR5a.1.1** | | With limited guidance, apply personal, teacher, and peer feedback to refine performances. | | | | |  | |  |  |
| **MU.PR5b.1.1** | | With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music. | | | | |  | |  |  |
| **MU.PR6.1.1** | | **Convey meaning through the presentation of artistic work.** | | | | |  | |  |  |
| **MU.PR6a.1.1** | | With limited guidance, perform music for a specific purpose with expression. | | | | |  | |  |  |
| **MU.PR6b.1.1** | | Perform appropriately for the audience and purpose. | | | | |  | |  |  |
| **MU.RE7.1.1** | | **Perceive and analyze artistic work.** | | | | |  | |  |  |
| **MU.RE7a.1.1** | | With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. | | | | |  | |  |  |
| **MU.RE7.2.1** | | **Perceive and analyze artistic work.** | | | | |  | |  |  |
| **MU.RE7a.2.1** | | With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. | | | | |  | |  |  |
| **MU.RE8.1.1** | | **Interpret intent and meaning in artistic work.** | | | | |  | |  |  |
| **MU.RE8a.1.1** | | With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent. | | | | |  | |  |  |
| **MU.RE9.1.1** | | **Apply criteria to evaluate artistic work.** | | | | |  | |  |  |
| **MU.RE9a.1.1** | | With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. | | | | |  | |  |  |
| **MU.CN10.0.1** | | **Synthesize and relate knowledge and personal experiences to make art.** | | | | |  | |  |  |
| **MU.CN10a.0.1** | | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | | | | |  | |  |  |
| **MU.CN11.0.1** | | **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** | | | | |  | |  |  |
| **MU.CN11a.0.1** | | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | | | | |  | |  |  |
| **THEATRE (TH)** | | | | | | | **OBSERVATIONS** | | | |
| **Fall** | | **Winter** | **Spring** |
| **TH.CR1.1.1** | | **Generate and conceptualize artistic ideas and work.** | | | | |  | |  |  |
| **TH.CR1a.1.1** | | Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.CR1b.1.1** | | Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.CR1c.1.1** | | Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.CR2.1.1** | | **Organize and develop artistic ideas and work.** | | | | |  | |  |  |
| **TH.CR2a.1.1** | | Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.CR2b.1.1** | | With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.CR3.1.1** | | **Refine and complete artistic work.** | | | | |  | |  |  |
| **TH.CR3a.1.1** | | Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.CR3b.1.1** | | Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.CR3c.1.1** | | Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.PR4.1.1** | | **Select, analyze, and interpret artistic work for presentation.** | | | | |  | |  |  |
| **TH.PR4a.1.1** | | Describe a story’s character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.PR4b.1.1** | | Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.PR5.1.1** | | **Develop and refine artistic techniques and work for presentation.** | | | | |  | |  |  |
| **TH.PR5a.1.1** | | With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.PR5b.1.1** | | With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.PR6.1.1** | | **Convey meaning through the presentation of artistic work.** | | | | |  | |  |  |
| **TH.PR6a.1.1** | | With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.RE7.1.1** | | **Perceive and analyze artistic work.** | | | | |  | |  |  |
| **TH.RE7a.1.1** | | Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.RE8.1.1** | | **Interpret intent and meaning in artistic work.** | | | | |  | |  |  |
| **TH.RE8a.1.1** | | Explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. | | | | |  | |  |  |
| **TH.RE8b.1.1** | | Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). | | | | |  | |  |  |
| **TH.RE.8c.1.1** | | Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.RE9.1.1** | | **Apply criteria to evaluate artistic work.** | | | | |  | |  |  |
| **TH.RE9a.1.1** | | Build on others’ ideas in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.RE9b.1.1** | | Identify props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.RE9c.1.1** | | Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.CN10.1.1** | | **Synthesize and relate knowledge and personal experiences to make art.** | | | | |  | |  |  |
| **TH.CN10a.1.1** | | Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience. | | | | |  | |  |  |
| **TH.CN11.1.1** | | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** | | | | |  | |  |  |
| **TH.CN11a.1.1** | | Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.CN11.2.1** | | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** | | | | |  | |  |  |
| **TH.CN11a.2.1** | | Identify similarities and differences in stories from one’s own community in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **TH.CN11b.2.1** | | Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama). | | | | |  | |  |  |
| **VISUAL ARTS (VA)** | | | | | | | **OBSERVATIONS** | | | |
| **Fall** | | **Winter** | **Spring** |
| **VA.CR1.1.1** | | **Generate and conceptualize artistic ideas and work.** | | | | |  | |  |  |
| **VA.CR1a.1.1** | | Engage collaboratively in exploration and imaginative play with materials. | | | | |  | |  |  |
| **VA.CR1.2.1** | | **Generate and conceptualize artistic ideas and work.** | | | | |  | |  |  |
| **VA.CR1a.2.1** | | Use observation and investigation in preparation for making a work of art. | | | | |  | |  |  |
| **VA.CR2.1.1** | | **Organize and develop artistic ideas and work.** | | | | |  | |  |  |
| **VA.CR2a.1.1** | | Explore uses of materials and tools to create works of art or design. | | | | |  | |  |  |
| **VA.CR2.2.1** | | **Organize and develop artistic ideas and work.** | | | | |  | |  |  |
| **VA.CR2a.2.1** | | Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. | | | | |  | |  |  |
| **VA.CR2.3.1** | | **Organize and develop artistic ideas and work.** | | | | |  | |  |  |
| **VA.CR2a.3.1** | | Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. | | | | |  | |  |  |
| **VA.CR3.1.1** | | **Refine and complete artistic work.** | | | | |  | |  |  |
| **VA.CR3a.1.1** | | Use art vocabulary to describe choices while creating art. | | | | |  | |  |  |
| **VA.PR4.1.1** | | **Select, analyze and interpret artistic work for presentation.** | | | | |  | |  |  |
| **VA.PR4a.1.1** | | Explain why some objects, artifacts, and artwork are valued over others. | | | | |  | |  |  |
| **VA.PR5.1.1** | | **Develop and refine artistic techniques and work for presentation.** | | | | |  | |  |  |
| **VA.PR5a.1.1** | | Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation. | | | | |  | |  |  |
| **VA.PR6.1.1** | | **Convey meaning through the presentation of artistic work.** | | | | |  | |  |  |
| **VA.PR6a.1.1** | | Identify the roles and responsibilities of people who work in and visit museums and other art venues. | | | | |  | |  |  |
| **VA.RE7.1.1** | | **Perceive and analyze artistic work.** | | | | |  | |  |  |
| **VA.RE7a.1.1** | | Select and describe works of art that illustrate daily life experiences of one’s self and others. | | | | |  | |  |  |
| **VA.RE7.2.1** | | **Perceive and analyze artistic work.** | | | | |  | |  |  |
| **VA.RE7a.2.1** | | Compare images that represent the same subject. | | | | |  | |  |  |
| **VA.RE8.1.1** | | **Interpret intent and meaning in artistic work.** | | | | |  | |  |  |
| **VA.RE8a.1.1** | | Interpret art by categorizing subject matter and identifying the characteristics of form. | | | | |  | |  |  |
| **VA.RE9.1.1** | | **Apply criteria to evaluate artistic work.** | | | | |  | |  |  |
| **VA.RE9a.1.1** | | Classify artwork based on different reasons for preferences. | | | | |  | |  |  |
| **VA.CN10.1.1** | | **Synthesize and relate knowledge and personal experiences to make art.** | | | | |  | |  |  |
| **VA.CN10a.1.1** | | Identify times, places, and reasons by which students make art outside of school. | | | | |  | |  |  |
| **VA.CN11.1.1** | | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** | | | | |  | |  |  |
| **VA.CN11a.1.1** | | Understand that people from different places and times have made art for a variety of reasons. | | | | |  | |  |  |

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| College and Career Readiness Standards | | | **ENGLISH LANGUAGE ARTS (ELA)** | | | | |
| Code 1 = Needs Development | | Code 2 = Making  Progress | | Code 3 = Developing  as Expected | Code 4 = Advanced Development | | |
| **READING STANDARDS FOR LITERATURE (RL)** | | | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **ELA.RL.1.1** | Ask and answer questions about key details in a text. | | | |  |  |  |
| **ELA.RL.1.2** | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | | | |  |  |  |
| **ELA.RL.1.3** | Describe characters, settings, and major events in a story, using key details. | | | |  |  |  |
| **ELA.RL.1.4** | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | | |  |  |  |
| **ELA.RL.1.5** | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | | | |  |  |  |
| **ELA.RL.1.6** | Identify who is telling the story at various points in a text. | | | |  |  |  |
| **ELA.RL.1.7** | Use illustrations and details in a story to describe its characters, setting, or events. | | | |  |  |  |
| **ELA.RL.1.8** | Not applicable to literature. | | | |  |  |  |
| **ELA.RL.1.9** | Compare and contrast the adventures and experiences of characters in stories. | | | |  |  |  |
| **ELA.RL.1.10** | With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | | |  |  |  |
| **READING STANDARDS FOR INFORMATIONAL TEXT (RI)** | | | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **ELA.RI.1.1** | Ask and answer questions about key details in a text. | | | |  |  |  |
| **ELA.RI.1.2** | Identify the main topic and retell key details of a text. | | | |  |  |  |
| **ELA.RI.1.3** | Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | |  |  |  |
| **ELA.RI.1.4** | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | | |  |  |  |
| **ELA.RI.1.5** | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | | | |  |  |  |
| **ELA.RI.1.6** | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | | | |  |  |  |
| **ELA.RI.1.7** | Use the illustrations and details in a text to describe its key ideas. | | | |  |  |  |
| **ELA.RI.1.8** | Identify the reasons an author gives to support points in a text. | | | |  |  |  |
| **ELA.RI.1.9** | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | |  |  |  |
| **ELA.RI.1.10** | With prompting and support, read informational texts appropriately complex for grade 1. | | | |  |  |  |

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| **READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **ELA.RF.1.1** | Demonstrate understanding of the organization and basic features of print. |  |  |  |
| **ELA.RF.1.1a** | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |  |  |  |
| **ELA.RF.1.2** | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |  |  |  |
| **ELA.RF.1.2a** | Distinguish long from short vowel sounds in spoken single-syllable words. |  |  |  |
| **ELA.RF.1.2b** | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |  |  |  |
| **ELA.RF.1.2c** | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |  |  |  |
| **ELA.RF.1.2d** | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |  |  |  |
| **ELA.RF.1.3** | Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |
| **ELA.RF.1.3a** | Know the spelling-sound correspondences for common consonant digraphs. |  |  |  |
| **ELA.RF.1.3b** | Decode regularly spelled one-syllable words. |  |  |  |
| **ELA.RF.1.3c** | Know final -e and common vowel team conventions for representing long vowel sounds. |  |  |  |
| **ELA.RF.1.3d** | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |  |  |  |
| **ELA.RF.1.3e** | Decode two-syllable words following basic patterns by breaking the words into syllables. |  |  |  |
| **ELA.RF.1.3f** | Read words with inflectional endings. |  |  |  |
| **ELA.RF.1.3g** | Recognize and read grade-appropriate irregularly spelled words. |  |  |  |
| **ELA.RF.1.4** | Read with sufficient accuracy and fluency to support comprehension. |  |  |  |
| **ELA.RF.1.4a** | Read grade-level text with purpose and understanding. |  |  |  |
| **ELA.RF.1.4b** | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |  |  |  |
| **ELA.RF.1.4c** | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |
| **WRITING STANDARDS (W)** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **ELA.W.1.1** | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |  |  |  |
| **ELA.W.1.2** | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |  |  |  |
| **ELA.W.1.3** | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |  |  |  |
| **ELA.W.1.4** | Begins in grade 3. |  |  |  |
| **ELA.W.1.5** | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |  |  |  |
| **ELA.W.1.6** | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |  |  |  |
| **ELA.W.1.7** | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |  |  |  |
| **ELA.W.1.8** | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |  |  |  |
| **ELA.W.1.9** | Begins in grade 4. |  |  |  |
| **ELA.W.1.10** | Begins in grade 3. |  |  |  |
| **SPEAKING & LISTENING STANDARDS (SL)** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **ELA.SL.1.1** | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |  |  |  |
| **ELA.SL.1.1a** | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |  |  |  |
| **ELA.SL.1.1b** | Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. |  |  |  |
| **ELA.SL.1.1c** | Ask questions to clear up any confusion about the topics and texts under discussion. |  |  |  |
| **ELA.SL.1.2** | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |  |  |  |
| **ELA.SL.1.3** | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |  |  |  |
| **ELA.SL.1.4** | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |  |  |  |
| **ELA.SL.1.5** | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |  |  |  |
| **ELA.SL.1.6** | Produce complete sentences when appropriate to task and situation. |  |  |  |
| **LANGUAGE STANDARDS (L)** | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **ELA.L.1.1** | Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. |  |  |  |
| **ELA.L.1.1a** | Print all upper- and lowercase letters. |  |  |  |
| **ELA.L.1.1b** | Use common, proper, and possessive nouns. |  |  |  |
| **ELA.L.1.1c** | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). |  |  |  |
| **ELA.L.1.1d** | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |  |  |  |
| **ELA.L.1.1e** | Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). |  |  |  |
| **ELA.L.1.1f** | Use frequently occurring adjectives. |  |  |  |
| **ELA.L.1.1g** | Use frequently occurring conjunctions (e.g., and, but, or, so, because). |  |  |  |
| **ELA.L.1.1h** | Use determiners (e.g., articles, demonstratives). |  |  |  |
| **ELA.L.1.1i** | Use frequently occurring prepositions (e.g., during, beyond, toward). |  |  |  |
| **ELA.L.1.1j** | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |  |  |  |
| **ELA.L.1.2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |
| **ELA.L.1.2a** | Capitalize dates and names of people. |  |  |  |
| **ELA.L.1.2b** | Use end punctuation for sentences. |  |  |  |
| **ELA.L.1.2c** | Use commas in dates and to separate single words in a series. |  |  |  |
| **ELA.L.1.2d** | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |  |  |  |
| **ELA.L.1.2e** | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |  |  |  |
| **ELA.L.1.3** | Begins in grade 2. |  |  |  |
| **ELA.L.1.4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |  |  |  |
| **ELA.L.1.4a** | Use sentence-level context as a clue to the meaning of a word or phrase. |  |  |  |
| **ELA.L.1.4b** | Use frequently occurring affixes as a clue to the meaning of a word. |  |  |  |
| **ELA.L.1.4c** | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). |  |  |  |
| **ELA.L.1.5** | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |  |  |  |
| **ELA.L.1.5a** | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |  |  |  |
| **ELA.L.1.5b** | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). |  |  |  |
| **ELA.L.1.5c** | Identify real-life connections between words and their use (e.g., note places at home that are cozy). |  |  |  |
| **ELA.L.1.5d** | Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |  |  |  |
| **ELA.L.1.6** | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |  |  |  |

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| College and Career Readiness Standards | | | | **MATHEMATICS (M)** | | | | | |
| Code 1 = Needs Development | | | Code 2 = Making  Progress | | Code 3 = Developing  as Expected | | Code 4 = Advanced Development | | |
| **OPERATIONS & ALGEBRAIC THINKING (OA)** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **M.OA.1.1** | Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | | | | |  | |  |  |
| **M.OA.1.2** | Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | | | | |  | |  |  |
| **M.OA.1.3** | Apply properties of operations as strategies to add and subtract.3 Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 +4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) | | | | |  | |  |  |
| **M.OA.1.4** | Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. | | | | |  | |  |  |
| **M.OA.1.5** | Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | | | | |  | |  |  |
| **M.OA.1.6** | Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12– 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). | | | | |  | |  |  |
| **M.OA.1.7** | Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.* | | | | |  | |  |  |
| **M.OA.1.8** | Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 +? = 11, 5 =* 􀂆 *– 3, 6 + 6 =* 􀂆*.* | | | | |  | |  |  |
| **NUMBER AND OPERATIONS IN BASE TEN (NBT)** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **M.NBT.1.1** | Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | | | | |  | |  |  |
| **M.NBT.1.2** | Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:  a. 10 can be thought of as a bundle of ten ones — called a “ten.”  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). | | | | |  | |  |  |
| **M.NBT.1.3** | Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. | | | | |  | |  |  |
| **M.NBT.1.4** | Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | | | | |  | |  |  |
| **M.NBT.1.5** | Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | | | | |  | |  |  |
| **M.NBT.1.6** | Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | | | | |  | |  |  |
| **MEASUREMENT & DATA (MD)** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **M.MD.1.1** | | Order three objects by length; compare the lengths of two objects indirectly by using a third object. | | | |  | |  |  |
| **M.MD.1.2** | | Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | | | |  | |  |  |
| **M.MD.1.3a** | | Tell and write time in hours and half-hours using analog and digital clocks. | | | |  | |  |  |
| **M.MD.1.3b** | | Identify the days of the week, the number of days in a week, and the number of weeks in each month. | | | |  | |  |  |
| **M.MD.1.4** | | Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | | | |  | |  |  |
| **M.MD.1.5a** | | Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, $1). | | | |  | |  |  |
| **M.MD.1.5b** | | Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel). | | | |  | |  |  |
| **M.MD.1.5c** | | Count like U.S. coins up to the equivalent of a dollar. | | | |  | |  |  |
| **M.MD.1.5d** | | Find the equivalent value for all greater value U.S. coins using like value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal dime, but not 1 nickel and 5 pennies equal 1 dime). | | | |  | |  |  |
| **GEOMETRY (G)** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **M.G.1.1** | | Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. | | | |  | |  |  |
| **M.G.1.2** | | Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and compose new shapes from the composite shape. | | | |  | |  |  |
| **M.G.1.3** | | Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths*, and *quarters*, and use the phrases *half of, fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | | | |  | |  |  |

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| College and Career Readiness Standards | | | **PHYSICAL EDUCATION (PD)** | | | | | |
| Code 1 = Needs Development | | Code 2 = Making  Progress | | Code 3 = Developing  as Expected | Code 4 = Advanced Development | | | |
| The 2013 Mississippi Physical Education Framework competencies are based on national standards and are required to be taught to all students. Suggested objectives can be found on the Framework document. School districts are encouraged to include additional objectives that meet the needs of the students in their district. | | | | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **PE.1.1** | Demonstrate competency in motor skills and movement patterns/concepts needed to perform a variety of physical activities. | | | | |  |  |  |
| **PE.1.2** | Demonstrate understanding of movement principles, strategies, and tactics as they apply to the learning, development and performance of physical activities. | | | | |  |  |  |
| **PE.1.3** | Participates regularly in physical activity. | | | | |  |  |  |
| **PE.1.4** | Achieve and maintain a health-enhancing level of physical fitness. | | | | |  |  |  |
| **PE.1.5** | Exhibit responsible personal and social behavior that respects self and others in physical activity settings. | | | | |  |  |  |
| **PE.1.6** | Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | | | | |  |  |  |

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| College and Career Readiness Standards | | | **SCIENCE (SCI)** | | | | |
| Code 1 = Needs Development | | Code 2 = Making  Progress | | Code 3 = Developing  as Expected | Code 4 = Advanced Development | | |
| **LIFE SCIENCE (L)** | | | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **SCI.L.1.1** | Students will demonstrate an understanding of the basic needs and structures of plants. | | | |  |  |  |
| **SCI.L.1.1.1** | Construct explanations using first-hand observations or other media to describe the structures of different plants (i.e., root, stem, leaves, flowers, and fruit). Report findings using drawings, writing, or models. | | | |  |  |  |
| **SCI.L.1.1.2** | Obtain information from informational text and other media to describe the function of each plant part (roots absorb water and anchor the plant, leaves make food, the stem transports water and food, petals attract pollinators, flowers produce seeds, and seeds produce new plants). | | | |  |  |  |
| **SCI.L.1.1.3** | Design and conduct an experiment that shows the absorption of water and how it is transported through the plant. Report observations using drawings, sketches, or models. | | | |  |  |  |
| **SCI.L.1.1.4** | Create a model which explains the function of each plant structure (roots, stem, leaves, petals, flowers, seeds). | | | |  |  |  |
| **SCI.L.1.1.5** | With teacher support, gain an understanding that scientists are humans who use observations and experiments to learn about the natural world. Obtain information from informational text or other media about scientists who have made important observations about plants (e.g., Theophrastus, Gregor Mendel, George Washington Carver, Katherine Esau). | | | |  |  |  |
| **SCI.L.1.2** | Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle. | | | |  |  |  |
| **SCI.L.1.2.1** | Investigate, using observations and measurements (non-standard units), flowering plants (pumpkins, peas, marigolds, or sunflowers) as they change during the life cycle (i.e., germination, growth, reproduction, and seed dispersal). Use drawings, writing, or models to communicate findings. | | | |  |  |  |
| **SCI.L.1.2.2** | Obtain, evaluate, and communicate information through labeled drawings, the life cycle (egg, larva, pupa, adult) of pollinating insects (e.g., bees, butterflies). | | | |  |  |  |
| **SCI.L.1.3A** | Students will demonstrate an understanding of what plants need from the environment for growth and repair. | | | |  |  |  |
| **SCI.L.1.3A.1** | Conduct structured investigations to make and test predictions about what plants need to live, grow, and repair including water, nutrients, sunlight, and space. Develop explanations, compare results, and report findings. | | | |  |  |  |
| **SCI.L.1.3B** | Students will demonstrate an understanding of the interdependence of flowering plants and pollinating insects. | | | |  |  |  |
| **SCI.L.1.3B.1** | Identify the body parts of a pollinating insect (e.g., bee, butterfly) and describe how insects use these parts to gather nectar or disburse pollen. Report findings using drawings, writing, or models. | | | |  |  |  |
| **SCI.L.1.4** | Students will demonstrate an understanding of the ways plants adapt to their environment in order to survive. | | | |  |  |  |
| **SCI.L.1.4.1** | Explore the cause and effect relationship between plant adaptations and environmental changes (i.e., leaves turning toward the sun, leaves changing color, leaves wilting, or trees shedding leaves). | | | |  |  |  |
| **SCI.L.1.4.2** | Describe how the different characteristics of plants help them to survive in distinct environments (e.g., rain forest, desert, grasslands, forests). | | | |  |  |  |
| **SCI.L.1.4.3** | Create a solution for an agricultural problem (i.e. pollination, seed dispersal, over-crowding). Use an engineering design process to define the problem, design, construct, evaluate, and improve the solution. | | | |  |  |  |
| **PHYSICAL SCIENCE (P)** | | | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **SCI.P.1.6A** | Students will demonstrate an understanding that light is required to make objects visible. | | | |  |  |  |
| **SCI.P.1.6A.1** | Construct explanations using first-hand observations or other media to describe how reflected light makes an object visible. | | | |  |  |  |
| **SCI.P.1.6A.2** | Use evidence from observations to explain how shadows form and change with the position of the light source. | | | |  |  |  |
| **SCI.P.1.6B** | Students will demonstrate an understanding of sound. | | | |  |  |  |
| **SCI.P.1.6B.1** | Conduct an investigation to provide evidence that vibrations create sound (e.g., pluck a guitar string) and that sound can create vibrations (e.g., feeling sound through a speaker). | | | |  |  |  |
| **SCI.P.1.6B.2** | Create a device that uses light and/or sound to communicate over a distance (e.g., signal lamp with a flashlight). Use an engineering design process to define the problem, design, construct, evaluate, and improve the device. | | | |  |  |  |
| **EARTH AND SPACE SCIENCE (E)** | | | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **SCI.E.1.9A** | Students will demonstrate an understanding of the patterns of weather by describing, recording, and analyzing weather data to answer questions about daily and seasonal weather patterns. | | | |  |  |  |
| **SCI.E.1.9A.1** | Analyze and interpret data from observations and measurements to describe local weather conditions (including temperature, wind, and forms of precipitation). | | | |  |  |  |
| **SCI.E.1.9A.2** | Develop and use models to predict weather conditions associated with seasonal patterns and changes. | | | |  |  |  |
| **SCI.E.1.9A.3** | Construct an explanation for the general pattern of change in daily temperatures by measuring and calculating the difference between morning and afternoon temperatures. | | | |  |  |  |
| **SCI.E.1.9A.4** | Obtain and communicate information about severe weather conditions to explain why certain safety precautions are necessary. | | | |  |  |  |
| **SCI.E.1.9B** | Students will demonstrate an understanding of models (drawings or maps) to describe how water and land are distributed on Earth. | | | |  |  |  |
| **SCI.E.1.9B.1** | Locate, classify, and describe bodies of water (oceans, rivers, lakes, and ponds) on the Earth’s surface using maps, globes, or other media. | | | |  |  |  |
| **SCI.E.1.9B.2** | Generate and answer questions to explain the patterns and location of frozen and liquid bodies of water on earth using maps, globes, or other media. | | | |  |  |  |
| **SCI.E.1.9B.3** | With teacher guidance, plan and conduct a structured investigation to determine how the movement of water can change the shape of the land on earth. | | | |  |  |  |
| **SCI.E.1.10** | Students will demonstrate an understanding of human dependence on clean and renewable water resources. | | | |  |  |  |
| **SCI.E.1.10.1** | Obtain and evaluate informational texts and other media to generate and answer questions about water sources and human uses of clean water. | | | |  |  |  |
| **SCI.E.1.10.2** | Communicate solutions that will reduce the impact of humans on the use and quality of water in the local environment. | | | |  |  |  |
| **SCI.E.1.10.3** | Create a device that will collect free water to meet a human need (e.g., household drinking water, watering plants/animals, cleaning). Use an engineering design process to define the problem, design, construct, evaluate, and improve the device. | | | |  |  |  |

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| College and Career Readiness Standards | | | **SOCIAL STUDIES (SS)** | | | | | |
| Code 1 = Needs Development | | Code 2 = Making  Progress | | Code 3 = Developing  as Expected | | Code 4 = Advanced Development | | |
| **CIVICS (CI)** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **SS.CI.1.1** | Examine how individuals play different roles and exercise good citizenship. | | | |  | |  |  |
| **SS.CI.1.1.1** | Identify different family members – both nuclear and extended. | | | |  | |  |  |
| **SS.CI.1.1.2** | Distinguish the difference in responsible behaviors of different individuals within the home, extended family and school that exhibit good citizenship. | | | |  | |  |  |
| **SS.CI.1.2** | Demonstrate knowledge of how to be a good citizen at home and school. | | | |  | |  |  |
| **SS.CI.1.2.1** | Distinguish characteristics of good citizenship at home and school. | | | |  | |  |  |
| **SS.CI.1.2.2** | Describe individuals who have exemplified good citizenship at home and school. | | | |  | |  |  |
| **SS.CI.1.3** | Demonstrate a knowledge of authority figures at home and school. | | | |  | |  |  |
| **SS.CI.1.3.1** | Identify authority figures at home and school. | | | |  | |  |  |
| **SS.CI.1.3.2** | Determine why rules are necessary and the consequences of failing to obey them at home and school. | | | |  | |  |  |
| **ECONOMICS (E)** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **SS.E.1.1** | Differentiate between needs and wants of individuals at home and school. | | | |  | |  |  |
| **SS.E.1.1.1** | Describe the differences between needs and wants. | | | |  | |  |  |
| **SS.E.1.1.2** | Compare and contrast an individual’s needs and wants to those of their family. | | | |  | |  |  |
| **SS.E.1.1.3** | Compare and contrast an individual’s needs and want to those of their school and community. | | | |  | |  |  |
| **SS.E.1.2** | Evaluate how families use goods and services. | | | |  | |  |  |
| **SS.E.1.2.1** | Identify the types of goods and services used by families. | | | |  | |  |  |
| **SS.E.1.2.2** | Name the types of goods and services schools may use. | | | |  | |  |  |
| **SS.E.1.2.3** | Compare and contrast the types of goods and services a family may use to those of a school. | | | |  | |  |  |
| **SS.E.1.3** | Analyze the role of money within a home. | | | |  | |  |  |
| **SS.E.1.3.1** | Explain the concept of exchange and the use of money to purchase goods and services. | | | |  | |  |  |
| **SS.E.1.3.2** | Illustrate how work provides income to purchase goods and services for a family. | | | |  | |  |  |
| **CIVIL RIGHTS (CR)** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **SS.CR.1.1** | Explore the similarities and differences of families and schools. | | | |  | |  |  |
| **SS.CR.1.1.1** | Define customs and traditions. | | | |  | |  |  |
| **SS.CR.1.1.2** | Describe customs and traditions that play roles within families. | | | |  | |  |  |
| **SS.CR.1.1.3** | Compare customs and traditions within the school and community. | | | |  | |  |  |
| **SS.CR.1.2** | Describe and explain traditions and contributions of various cultures. | | | |  | |  |  |
| **SS.CR.1.2.1** | Describe celebrations held by members of the class and their families. | | | |  | |  |  |
| **SS.CR.1.2.2** | Determine the origins of customs, holidays, and celebrations within the school community. | | | |  | |  |  |
| **SS.CR.1.3** | Explain the role of cooperation and compromise within families and school communities. | | | |  | |  |  |
| **SS.CR.1.3.1** | Define cooperation and compromise. | | | |  | |  |  |
| **SS.CR.1.3.2** | Identify examples of cooperation and compromise within the home and school community. | | | |  | |  |  |
| **SS.CR.1.3.3** | Discuss the benefits of cooperation and compromise among different groups. | | | |  | |  |  |
| **GEOGRAPHY (G)** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **SS.G.1.1** | Identify a sense of place relative to an individual, home, and school. | | | |  | |  |  |
| **SS.G.1.1.1** | Demonstrate terms related to location, direction, size, and distance. | | | |  | |  |  |
| **SS.G.1.1.2** | Explain how seasons, weather and climate, and other environmental characteristics of a place affect people and their actions. | | | |  | |  |  |
| **SS.G.1.1.3** | Describe how the human characteristics of a place such as shelter, clothing, food, activities are based upon geographic location. | | | |  | |  |  |
| **SS.G.1.2** | Describe physical features of the environment. | | | |  | |  |  |
| **SS.G.1.2.1** | Define physical features of the environment. | | | |  | |  |  |
| **SS.G.1.2.2** | Distinguish between landforms such as mountain, hills, lakes, oceans, rivers, etc. | | | |  | |  |  |
| **SS.G.1.2.3** | Explain how physical features affect how humans use the environment. | | | |  | |  |  |
| **SS.G.1.3** | Recognize maps, graphs, and other representations of the earth. | | | |  | |  |  |
| **SS.G.1.3.1** | Construct a map from student’s home to school applying cardinal and intermediate directions. | | | |  | |  |  |
| **SS.G.1.3.2** | Identify on a map or globe the local community, the state of Mississippi, the United States, the continents, and the oceans. | | | |  | |  |  |
| **HISTORY (H)** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **SS.H.1.1** | Evaluate how people and events have shaped the local community, state, and nation. | | | |  | |  |  |
| **SS.H.1.1.1** | Identify contributions of historical figures, such as the Founding Fathers, etc., who have influenced the nation. | | | |  | |  |  |
| **SS.H.1.1.2** | Name the contributions of historical events, such as the American Revolution, etc., who have influenced the nation. | | | |  | |  |  |
| **SS.H.1.2** | Compare the ways individuals and groups in the local community and state lived in the past to how we live today. | | | |  | |  |  |
| **SS.H.1.2.1** | Describe how forms of communication have changed over time. | | | |  | |  |  |
| **SS.H.1.2.2** | Explain how types of technology and work have changed over time. | | | |  | |  |  |