

*The Mississippi Early Learning Standards   
for Kindergarten Classrooms:*

**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 | | | | **ENGLISH LANGUAGE ARTS** | | | | | |
| Code 1 = Needs Development | | | Code 2 = Making  Progress | | Code 3 = Developing as Expected | | Code 4 = Advanced Development | | |
| **READING STANDARDS FOR LITERATURE** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **ELA.RL.K.1** | | With prompting and support, ask and answer questions about key details in a text. | | | |  | |  |  |
| **ELA.RL.K.2** | | With prompting and support, retell familiar stories, including key details. | | | |  | |  |  |
| **ELA.RL.K.3** | | With prompting and support, identify characters, settings, and major events in a story. | | | |  | |  |  |
| **ELA.RL.K.4** | | Ask and answer questions about unknown words in a text. | | | |  | |  |  |
| **ELA.RL.K.5** | | Recognize common types of texts (e.g., storybooks, poems). | | | |  | |  |  |
| **ELA.RL.K.6** | | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | | | |  | |  |  |
| **ELA.RL.K.7** | | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | | | |  | |  |  |
| **ELA.RL.K.8** | | No applicable to literature | | | |  | |  |  |
| **ELA.RL.K.9** | | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | | | |  | |  |  |
| **ELA.RL.K.10** | | Actively engage in group reading activities with purpose and understanding. | | | |  | |  |  |
| **READING STANDARDS FOR INFORMATIONAL TEXT** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **ELA.RI.K.1** | | With prompting and support, ask and answer questions about key details in a text. | | | |  | |  |  |
| **ELA.RI.K.2** | | With prompting and support, identify the main topic and retell key details of a text. | | | |  | |  |  |
| **ELA.RI.K.3** | | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | |  | |  |  |
| **ELA.RI.K.4** | | With prompting and support, ask and/or answer questions about unknown words in a text. | | | |  | |  |  |
| **ELA.RI.K.5** | | Identify the front cover, back cover, and title page of a book. | | | |  | |  |  |
| **ELA.RI.K.6** | | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | | | |  | |  |  |
| **ELA.RI.K.7** | | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | | | |  | |  |  |
| **ELA.RI.K.8** | | With prompting and support, identify the reasons an author gives to support points in a text. | | | |  | |  |  |
| **ELA.RI.K.9** | | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | |  | |  |  |
| **ELA.RI.K.10** | | Actively engage in group reading activities with purpose and understanding. | | | |  | |  |  |
| **READING STANDARDS FOR FOUNDATIONAL SKILLS** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **ELA.RF.K.1** | Demonstrate understanding of the organization and basic features of print. | | | | |  | |  |  |
| **ELA.RF.K.1a** | Follow words from left to right, top to bottom, and page by page. | | | | |  | |  |  |
| **ELA.RF.K.1b** | Recognize that spoken words are represented in written language by specific sequence of letters. | | | | |  | |  |  |
| **ELA.RF.K.1c** | Understand that words are separated by spaces in print. | | | | |  | |  |  |
| **ELA.RF.K.1d** | Recognize and name all upper-and lowercase letters of the alphabet. | | | | |  | |  |  |
| **ELA.RF.K.2** | Demonstrate understanding of spoken words, syllables, and sounds. (phonemes) | | | | |  | |  |  |
| **ELA.RF.K.2a** | Recognize and produce rhyming words. | | | | |  | |  |  |
| **ELA.RF.K.2b** | Count, pronounce, blend, and segment syllables in spoken words. | | | | |  | |  |  |
| **ELA.RF.K.2c** | Blend and segment onsets and rimes of single‐syllable spoken words. | | | | |  | |  |  |
| **ELA.RF.K.2d** | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three‐phoneme (consonant‐vowel‐consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) | | | | |  | |  |  |
| **ELA.RF.K.2e** | Add or substitute individual sounds (phonemes) in simple, one‐syllable words to make new words. | | | | |  | |  |  |
| **ELA.RF.K.3** | Know and apply grade‐level phonics and word analysis skills in decoding words. | | | | |  | |  |  |
| **ELA.RF.K.3a** | Demonstrate basic knowledge of one‐to‐one letter‐sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. | | | | |  | |  |  |
| **ELA.RF.K.3b** | Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. | | | | |  | |  |  |
| **ELA.RF.K.3c** | Read common high‐frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). | | | | |  | |  |  |
| **ELA.RF.K.3d** | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | | | | |  | |  |  |
| **ELA.RF.K.4** | Read emergent‐reader texts with purpose and understanding. | | | | |  | |  |  |
| **WRITING STANDARDS** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **ELA.W.K.1** | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My* *favorite book is...*). | | | | |  | |  |  |
| **ELA.W.K.2** | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | | | |  | |  |  |
| **ELA.W.K.3** | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | | | | |  | |  |  |
| **ELA.W.K.4** | Begins in grade 3 | | | | |  | |  |  |
| **ELA.W.K.5** | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | | | |  | |  |  |
| **ELA.W.K.6** | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | | |  | |  |  |
| **ELA.W.K.7** | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | | | | |  | |  |  |
| **ELA.W.K.8** | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | |  | |  |  |
| **ELA.W.K.9** | Begins in grade 4 | | | | |  | |  |  |
| **ELA.W.K.10** | Begins in grade 3 | | | | |  | |  |  |
| **SPEAKING & LISTENING STANDARDS** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **ELA.SL.K.1** | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | | | | |  | |  |  |
| **ELA.SL.K.1a** | Follow agreed‐upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | | | | |  | |  |  |
| **ELA.SL.K.1b** | Continue a conversation through multiple exchanges. | | | | |  | |  |  |
| **ELA.SL.K.2** | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | | | | |  | |  |  |
| **ELA.SL.K.3** | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | | | | |  | |  |  |
| **ELA.SL.K.4** | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | | | | |  | |  |  |
| **ELA.SL.K.5** | Add drawings or other visual displays to descriptions as desired to provide additional detail. | | | | |  | |  |  |
| **ELA.SL.K.6** | Speak audibly and express thoughts, feelings, and ideas clearly. | | | | |  | |  |  |
| **LANGUAGE STANDARDS** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **ELA.L.K.1** | With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking. | | | | |  | |  |  |
| **ELA.L.K.1a** | Print many upper- and lowercase letters. | | | | |  | |  |  |
| **ELA.L.K.1b** | Using frequency occurring nouns and verbs. | | | | |  | |  |  |
| **ELA.L.K.1c** | Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). | | | | |  | |  |  |
| **ELA.L.K.1d** | Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how).* | | | | |  | |  |  |
| **ELA.L.K.1e** | Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). | | | | |  | |  |  |
| **ELA.L.K.1f** | Produce and expand complete sentences in shared language activities. | | | | |  | |  |  |
| **ELA.L.K.2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | |  | |  |  |
| **ELA.L.K.2a** | Capitalize the first word in a sentence and the pronoun I. | | | | |  | |  |  |
| **ELA.L.K.2b** | Recognize and name end punctuation. | | | | |  | |  |  |
| **ELA.L.K.2c** | Write a letter or letters for most consonant and short‐vowel sounds (phonemes). | | | | |  | |  |  |
| **ELA.L.K.2d** | Spell simple words phonetically, drawing on knowledge of sound‐letter relationships. | | | | |  | |  |  |
| **ELA.L.K.3** | Begins in grade 2 | | | | |  | |  |  |
| **ELA.L.K.4** | Determine and clarify the meaning of unknown and multiple‐meaning words and phrases based on kindergarten reading and content. | | | | |  | |  |  |
| **ELA.L.K.4a** | Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). | | | | |  | |  |  |
| **ELA.L.K.4b** | Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | | | | |  | |  |  |
| **ELA.L.K.5** | With guidance and support, explore word relationships and nuances in word meanings. | | | | |  | |  |  |
| **ELA.L.K.5a** | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | | | | |  | |  |  |
| **ELA.L.K.5b** | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | | | | |  | |  |  |
| **ELA.L.K.5c** | Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough). | | | | |  | |  |  |
| **ELA.L.K.5d** | Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | | | | |  | |  |  |
| **ELA.L.K.6** | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | | | |  | |  |  |

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| College and Career Readiness Standards | | | | **MATHEMATICS** | | | | | |
| Code 1 = Needs Development | | | Code 2 = Making  Progress | | Code 3 = Developing as Expected | | Code 4 = Advanced Development | | |
| **COUNTING & CARDINALITY** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **M.K.CC.1** | | Count to 100 by ones and tens. | | | |  | |  |  |
| **M.K.CC.2** | | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | | |  | |  |  |
| **M.K.CC.3** | | Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). | | | |  | |  |  |
| **M.K.CC.4** | | Understand the relationship between numbers and quantities; connect counting to cardinality. | | | |  | |  |  |
| **M.K.CC.4a** | | When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. | | | |  | |  |  |
| **M.K.CC.4b** | | Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted | | | |  | |  |  |
| **M.K.CC.4c** | | Understand that each successive number name refers to a quantity that is one larger. | | | |  | |  |  |
| **M.K.CC.5** | | Count to answer, "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. | | | |  | |  |  |
| **M.K.CC.6** | | Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, (e.g., by using matching and counting strategies). | | | |  | |  |  |
| **M.K.CC.7** | | Compare two numbers between 1 and 20 presented as written numerals. | | | |  | |  |  |
| **OPERATIONS & ALGEBRAIC THINKING** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **M.K.OA.1** | | Represent addition and subtraction*, in which all parts and whole of the problem are within 10,* with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. | | | |  | |  |  |
| **M.K.OA.2** | | Solve addition and subtraction word problems *within 10 involving situations of adding to, taking from, putting together and taking apart with unknowns in all positions* by using objectsor drawings to represent the problem. | | | |  | |  |  |
| **M.K.OA.3** | | Decompose numbers less than or equal to 10 into pairs in more than one way, (e.g., by using objects or drawings), and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). | | | |  | |  |  |
| **M.K.OA.4** | | For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. | | | |  | |  |  |
| **M.K.OA.5** | | Fluently add and subtract within 5. | | | |  | |  |  |
| **NUMBER AND OPERATIONS IN BASE TEN** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **M.K.NBT.1** | | Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, (e.g., by using objects or drawings), and record each composition or decomposition by drawing or equation (e.g., 18=10+8). | | | |  | |  |  |
| **MEASUREMENT & DATA** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **M.K.MD.1** | Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | | | | |  | |  |  |
| **M.K.MD.2** | Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly* *compare the heights of two children and describe one child as taller/shorter.* | | | | |  | |  |  |
| **M.K.MD.3** | Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | | | | |  | |  |  |
| **GEOMETRY** | | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **M.K.G.1** | Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind*, and *next to.* | | | | |  | |  |  |
| **M.K.G.2** | Correctly name shapes regardless of their orientations or overall size. | | | | |  | |  |  |
| **M.K.G.3** | Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). | | | | |  | |  |  |
| **M.K.G.4** | Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). | | | | |  | |  |  |
| **M.K.G.5** | Model objects in the world by drawing two-dimensional shapes and building three dimensional shapes. | | | | |  | |  |  |
| **M.K.G.6** | Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”* | | | | |  | |  |  |

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| College and Career Readiness Standards | | | **SCIENCE** | | | | | |
| Code 1 = Needs Development | | Code 2 = Making  Progress | | Code 3 = Developing as Expected | | Code 4 = Advanced Development | | |
| **LIFE SCIENCE** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **SCI.L.K.1A** | Students will demonstrate an understanding of living and nonliving things. | | | |  | |  |  |
| **SCI.L.K.1A.1** | With teacher guidance, conduct an investigation of living organisms and nonliving objects in various real-world environments to define characteristics of living organisms that distinguish them from nonliving things (e.g., playground, garden, school grounds). | | | |  | |  |  |
| **SCI.L.K.1A.2** | With teacher support, gain an understanding that scientists are humans who use observations to learn about the natural world. Obtain information from informational text or other media about scientists who have made important observations about living things (e.g., Carl Linnaeus, John James Audubon, Jane Goodall). | | | |  | |  |  |
| **SCI.L.K.1B** | Students will demonstrate an understanding of how animals (including humans) use their physical features and their senses to learn about their environment. | | | |  | |  |  |
| **SCI.L.K.1B.1** | Develop and use models to exemplify how animals use their body parts to (a) obtain food and other resources, (b) protect themselves, and (c) move from place to place. | | | |  | |  |  |
| **SCI.L.K.1B.2** | Identify and describe examples of how animals use their sensory body parts (eyes to detect light and movement, ears to detect sound, skin to detect temperature and touch, tongue to taste, and nose to detect smell). | | | |  | |  |  |
| **SCI.L.K.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.K.2.1** | Use informational text or other media to make observations about plants as they change during the life cycle (e.g., germination, growth, reproduction, and death) and use models (e.g., drawing, writing, dramatization, or technology) to communicate findings. | | | |  | |  |  |
| **SCI.L.K.2.2** | Construct explanations using observations to describe and model the life cycle (birth, growth, adulthood, death) of a familiar mammal (e.g., dog, squirrel, rabbit, deer). | | | |  | |  |  |
| **SCI.L.K.2.3** | With teacher guidance, conduct a structured investigation to observe and measure (comparison of lengths) the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawing or writing. | | | |  | |  |  |
| **SCI.L.K.2.4** | Use observations to explain that young plants and animals are like, but not exactly like their parents (e.g., puppies look similar, but not exactly like their parents). | | | |  | |  |  |
| **SCI.L.K.3A** | Students will demonstrate an understanding of what animals and plants need to live and grow. | | | |  | |  |  |
| **SCI.L.K.3A.1** | With teacher guidance, conduct a structured investigation to determine what plants need to live and grow (water, light, and a place to grow). Measure growth by directly comparing plants with other objects. | | | |  | |  |  |
| **SCI.L.K.3A.2** | Construct explanations using observations to describe and report what animals need to live and grow (food, water, shelter, and space). | | | |  | |  |  |
| **SCI.L.K.3B** | Students will demonstrate an understanding of the interdependence of living things and the environment in which they live. | | | |  | |  |  |
| **SCI.L.K.3B.1** | Observe and communicate that animals get food from plants or other animals. Plants make their own food and need light to live and grow. | | | |  | |  |  |
| **SCI.L.K.3B.2** | Create a model habitat which demonstrates interdependence of plants and animals using an engineering design process to define the problem, design, construct, evaluate, and improve the habitat. | | | |  | |  |  |
| **SCI.L.K.4** | Students will demonstrate an understanding that some groups of plants and animals are no longer living (extinct) because they were unable to meet their needs for survival. | | | |  | |  |  |
| **SCI.L.K.4.1** | Obtain information from informational text or other media to document and report examples of different plants or animals that are extinct. | | | |  | |  |  |
| **SCI.L.K.4.2** | Observe and report how some present-day animals resemble extinct animals (i.e., elephants resemble wooly mammoths). | | | |  | |  |  |
| **PHYSICAL SCIENCE** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **SCI.P.K.5A** | Students will demonstrate an understanding of the solid and liquid states of matter. | | | |  | |  |  |
| **SCI.P.K.5A.1** | Generate questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa. | | | |  | |  |  |
| **SCI.P.K.5A.2** | Describe and compare the properties of different materials (e.g., wood, plastic, metal, cloth, paper) and classify these materials by their observable characteristics (visual, aural, or natural textural) and by their physical properties (weight, volume, solid or liquid, and sink or float). | | | |  | |  |  |
| **SCI.P.K.5B** | Students will demonstrate an understanding of how solid objects can be constructed from a smaller set. | | | |  | |  |  |
| **SCI.P.K.5B.1** | Use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks, construction sets). | | | |  | |  |  |
| **SCI.P.K.5B.2** | Analyze a large composite structure to describe its smaller components using drawing and writing. | | | |  | |  |  |
| **SCI.P.K.5B.3** | Explain why things may not work the same if some of the parts are missing. | | | |  | |  |  |
| **EARTH SCIENCE** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **SCI.E.K.8A** | Students will demonstrate an understanding of the pattern of seasonal changes on the Earth. | | | |  | |  |  |
| **SCI.E.K.8A.1** | Construct an explanation of the pattern of the Earth's seasonal changes in the environment using evidence from observations. | | | |  | |  |  |
| **SCI.E.K.8B** | Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves). | | | |  | |  |  |
| **SCI.E.K.8B.1** | With teacher guidance, generate and answer questions to develop a simple model, which describes observable patterns of sunlight on the Earth's surface (day and night). | | | |  | |  |  |
| **SCI.E.K.8B.2** | With teacher guidance, develop questions to conduct a structured investigation to determine how sunlight affects the temperature of the Earth's natural resources (e.g., sand, soil, rocks, and water). | | | |  | |  |  |
| **SCI.E.K.8B.3** | Develop a device (i.e., umbrella, shade structure, or hat) which would reduce heat from the sun (temperature) using an engineering design process to define the problem, design, construct, evaluate, and improve the device. | | | |  | |  |  |
| **SCI.E.K.10** | Students will demonstrate an understanding of how humans use Earth's resources. | | | |  | |  |  |
| **SCI.E.K.10.1** | Participate in a teacher-led activity to gather, organize and record recyclable materials data on a chart of table using technology. Communicate results. | | | |  | |  |  |
| **SCI.E.K.10.2** | With teacher guidance, develop questions to conduct a structured investigation to determine ways to conserve Earth's resources (e.g., reduce, reuse, and recycle) and communicate results. | | | |  | |  |  |
| **SCI.E.K.10.3** | Create a product from the reused materials that will meet a human need (e.g., pencil holder, musical instrument, bird feeder). Use an engineering design process to define the problem, design, construct, evaluate, and improve the product. | | | |  | |  |  |

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| College and Career Readiness Standards | | | **SOCIAL STUDIES** | | | | | |
| Code 1 = Needs Development | | Code 2 = Making  Progress | | Code 3 = Developing as Expected | | Code 4 = Advanced Development | | |
| **CIVICS** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **CI.K.1** | Examine how individuals play different roles and exercise good citizenship. | | | |  | |  |  |
| **CI.K.1a** | Identify characteristics of a good citizen. | | | |  | |  |  |
| **CI.K.1b** | Propose ways on how to be a good citizen at home and in the classroom. | | | |  | |  |  |
| **CI.K.2** | Demonstrate knowledge of how to be a good citizen. | | | |  | |  |  |
| **CI.K.2a** | Define citizen, citizenship, rights, and responsibilities. | | | |  | |  |  |
| **CI.K.2b** | Name rights and responsibilities of individuals. | | | |  | |  |  |
| **CI.K.2c** | Distinguish the difference between rights and responsibilities. | | | |  | |  |  |
| **CI.K.2d** | Identify the role of rules. | | | |  | |  |  |
| **CI.K.2e** | Explain the role of consequences when rules are not followed. | | | |  | |  |  |
| **CI.K.3** | Describe the role and responsibilities of authority figures. | | | |  | |  |  |
| **CI.K.3a** | Identify authority figures. | | | |  | |  |  |
| **CI.K.3b** | Explain the role of an authority figure. | | | |  | |  |  |
| **CI.K.3c** | Determine the responsibilities of authority figures. | | | |  | |  |  |
| **CI.K.3d** | Explain how all people can play important roles in a community. | | | |  | |  |  |
| **ECONOMICS** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **E.K.1** | Identify and explain the function of money. | | | |  | |  |  |
| **E.K.1a** | Recognize monetary units. | | | |  | |  |  |
| **E.K.1b** | Distinguish between spending and saving. | | | |  | |  |  |
| **E.K.1c** | Illustrate how money is used in daily life. | | | |  | |  |  |
| **E.K.2** | Distinguish between goods and services. | | | |  | |  |  |
| **E.K.2a** | Define goods and services. | | | |  | |  |  |
| **E.K.2b** | Describe examples of goods and services. | | | |  | |  |  |
| **E.K.2c** | Explain how people obtain goods and services. | | | |  | |  |  |
| **E.K.2d** | Examine the cost of goods and services provided by the community. | | | |  | |  |  |
| **E.K.3** | Differentiate between needs and wants of individuals. | | | |  | |  |  |
| **E.K.3a** | Define and identify needs and wants. | | | |  | |  |  |
| **E.K.3b** | Classify items as wants or needs. | | | |  | |  |  |

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| **CIVIL RIGHTS** | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **CR.K.1** | | Explore the similarities and differences of individuals and families. |  |  |  |
| **CR.K.1a** | | Define similarities and differences. |  |  |  |
| **CR.K.1b** | | Examine the benefits of similarities and differences in individuals and families. |  |  |  |
| **CR.K.2** | | Describe and explain traditions and contributions of various cultures. |  |  |  |
| **CR.K.2a** | | Define culture. |  |  |  |
| **CR.K.2b** | | Recognize ways people celebrate their diverse cultural heritage (literature, language, games, songs, dances, holidays, etc.). |  |  |  |
| **CR.K.2c** | | Analyze ways people celebrate their diverse cultural heritage. |  |  |  |
| **CR.K.3** | | Explain the cultural diversity in the classroom. |  |  |  |
| **CR.K.3a** | | Identify unity and diversity. |  |  |  |
| **CR.K.3b** | | Identify different types of cultural diversity within the classroom. |  |  |  |
| **CR.K.3c** | | Propose different ways to encourage unity and diversity at home and within the classroom. |  |  |  |
| **GEOGRAPHY** | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **G.K.1** | | Identify a sense of place relative to an individual. |  |  |  |
| **G.K.1a** | | Create a map to identify locations of familiar places. |  |  |  |
| **G.K.1b** | | Demonstrate terms related to location, direction, size, and distance (up, down, left, right, far, near, etc.). |  |  |  |
| **G.K.2** | | Describe physical features of the environment. |  |  |  |
| **G.K.2a** | | Differentiate between land forms and bodies of water. |  |  |  |
| **G.K.2b** | | Identify how physical features impact communities. |  |  |  |
| **G.K.2c** | | Describe different ways physical environments may change over time (erosion, hurricanes, etc.). |  |  |  |
| **G.K.3** | | Recognize maps, graphs, and other representations of the earth. |  |  |  |
| **G.K.3a** | | Identify representations of the earth using technology, maps, and globes. |  |  |  |
| **G.K.3b** | | Identify cardinal and intermediate directions (e.g., north, northeast, northwest, south, southeast, southwest, east, and west). |  |  |  |
| **G.K.3c** | | Locate the local community, Mississippi and the United States using maps and globes. |  |  |  |
| **HISTORY** | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **H.K.1** | Recognize symbols, customs, and celebrations representative of our community, Mississippi and the United States. | |  |  |  |
| **H.K.1a** | Define symbols and customs. | |  |  |  |
| **H.K.1b** | Identify school, community, state, and national symbols (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.). | |  |  |  |
| **H.K.1c** | Identify the Pledge of Allegiance and patriotic songs as expressions of patriotism. | |  |  |  |
| **H.K.1d** | Explain historically significant events that shaped America. | |  |  |  |
| **H.K.2** | Describe the impact of significant historical figures and event. | |  |  |  |
| **H.K.2a** | Identify historical figures that are used as symbols of American culture (currency, monuments, and place names, etc.). | |  |  |  |
| **H.K.2b** | Examine historical events that are significant to American culture (Fourth of July, Thanksgiving, Presidents Day, etc.). | |  |  |  |

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| College and Career Readiness Standards | | | **PHYSICAL EDUCATION** | | | | | |
| Code 1 = Needs Development | | Code 2 = Making  Progress | | Code 3 = Developing as Expected | | Code 4 = Advanced Development | | |
| **MOTOR SKILLS** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **PE.MS.K.1** | Develop fundamental locomotor/non-locomotor skills at an introductory level. | | | |  | |  |  |
| **PE.MS.K.2** | Demonstrate clear contrasts between fast and slow. | | | |  | |  |  |
| **PE.MS.K.3** | Explore manipulative skills at an introductory level. | | | |  | |  |  |
| **PE.MS.K.4** | Demonstrate rhythmic movements, timing, and following a beat at an introductory level. | | | |  | |  |  |

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| College and Career Readiness Standards | | | **HEALTH** | | | | | |
| Code 1 = Needs Development | | Code 2 = Making  Progress | | Code 3 = Developing as Expected | | Code 4 = Advanced Development | | |
| **HEALTH** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **H.K.1** | Comprehend concepts related to health promotion and disease prevention to enhance health. | | | |  | |  |  |
| **H.K.1a** | Explain how childhood injuries and illnesses can be prevented or treated. | | | |  | |  |  |
| **H.K.1b** | Describe relationships between personal health behaviors and individual well-being. | | | |  | |  |  |
| **H.K.1c** | Describe the functions of the five senses. | | | |  | |  |  |
| **H.K.1d** | Identify the food groups of the Choose My Plate. | | | |  | |  |  |
| **H.K.2** | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | | |  | |  |  |
| **H.K.2a** | Understand the differences among peers and how they relate to culture. | | | |  | |  |  |
| **H.K.3** | Demonstrate the ability to access valid health information and products and services to enhance health. | | | |  | |  |  |
| **H.K.3a** | Demonstrate healthy behavior in daily activities. | | | |  | |  |  |
| **H.K.3b** | Identify healthy helpers in the community. | | | |  | |  |  |
| **H.K.4** | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | | |  | |  |  |
| **H.K.4a** | Demonstrate ability to work in group settings without interfering with others. | | | |  | |  |  |
| **H.K.4b** | Explain healthy ways to express feelings. | | | |  | |  |  |
| **H.K.4c** | Identify positive and negative ways to get attention. | | | |  | |  |  |
| **H.K.4d** | Identify ways families meet the needs and wants of each family member. | | | |  | |  |  |
| **H.K.4e** | Identify characteristics of a friend. | | | |  | |  |  |
| **H.K.5** | Demonstrate the ability to use decision-making skills to enhance health. | | | |  | |  |  |
| **H.K.5a** | Identify healthy foods to include snacks and drinks. | | | |  | |  |  |
| **H.K.5b** | Identify health activity choices. | | | |  | |  |  |
| **H.K.5c** | Identify characteristics of a healthy home and community. | | | |  | |  |  |
| **H.K.6** | Demonstrate the ability to use goal-setting skills to enhance health. | | | |  | |  |  |
| **H.K.6a** | Explain how to set personal health goals and track progress toward achievement. | | | |  | |  |  |
| **H.K.7** | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | | |  | |  |  |
| **H.K.7a** | Define germs and list methods of protection from illness. | | | |  | |  |  |
| **H.K.7b** | Recognize strangers and how to respond. | | | |  | |  |  |
| **H.K.7c** | Understand procedures in the case of an emergency. | | | |  | |  |  |
| **H.K.8** | Demonstrate the ability to advocate for personal, family, and community health. | | | |  | |  |  |
| **H.K.8a** | Recognize health services in the community that promote health and safety (e.g. firefighter, sanitation worker, police officer, paramedic). | | | |  | |  |  |

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| College and Career Readiness Standards | | | **THE ARTS** | | | | | |
| Code 1 = Needs Development | | Code 2 = Making  Progress | | Code 3 = Developing as Expected | | Code 4 = Advanced Development | | |
| **DANCE** | | | | | **OBSERVATIONS** | | | |
| Fall | | Winter | Spring |
| **DA.CR1.1.K** | Generate and conceptualize artistic ideas and work. | | | |  | |  |  |
| **DA.CR1a.1.K** | Respond in movement to a variety of sensory stimuli (for example, music/sound, text, objects, images, symbols, observed dance). | | | |  | |  |  |
| **DA.CR1b.1.K** | Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance. | | | |  | |  |  |
| **DA.CR2.1.K** | Organize and develop artistic ideas and work | | | |  | |  |  |
| **DA.CR2a.1.K** | Improvise dance that has a beginning, middle, and end | | | |  | |  |  |
| **DA.CR2b.1.K** | Express an idea, feeling, or image, through improvised movement moving alone or with a partner. | | | |  | |  |  |
| **DA.CR3.1.K** | Refine and complete artistic work. | | | |  | |  |  |
| **DA.CR3a.1.K** | Apply suggestions for changing movement through guided improvisational experiences | | | |  | |  |  |
| **DA.CR3b.1.K** | Depict a dance movement by drawing a picture or using a symbol. | | | |  | |  |  |
| **DA.PR4.1.K** | Select, analyze, and interpret artistic work for presentation. | | | |  | |  |  |
| **DA.PR4a.1.K** | Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions. | | | |  | |  |  |
| **DA.PR4b.1.K** | Demonstrate tempo contrasts with movements that match to tempo of sound stimuli. | | | |  | |  |  |
| **DA.PR4c.1.K** | Identify and apply different characteristics to movements (for example, slow, smooth, or wavy). | | | |  | |  |  |
| **DA.PR5.1.K** | Develop and refine artistic technique and work for presentation. | | | |  | |  |  |
| **DA.PR5a.1.K** | Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes. | | | |  | |  |  |
| **DA.PR5b.1.K** | Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space. | | | |  | |  |  |
| **DA.PR5c.1.K** | Move body parts in relation to other body parts and repeat and recall movements upon request. | | | |  | |  |  |
| **DA.PR6.1.K** | Convey meaning through the presentation of artistic work. | | | |  | |  |  |
| **DA.PR6a.1.K** | Dance for others in a designated area or space. | | | |  | |  |  |
| **DA.PR6b.1.K** | Use a simple prop as part of a dance. | | | |  | |  |  |
| **DA.RE7.1.K** | Perceive and analyze artistic work. | | | |  | |  |  |
| **DA.RE7a.1.K** | Find a movement that repeats in a dance. | | | |  | |  |  |
| **DA.RE7b.1.K** | Demonstrate or describe observed or performed dance movements. | | | |  | |  |  |
| **DA.RE8.1.K** | Interpret intent and meaning in artistic work. | | | |  | |  |  |
| **DA.RE8a.1.K** | Observe a movement and share impressions. | | | |  | |  |  |

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| **DA.RE9.1.K** | Apply criteria to evaluate artistic work. | | |  |  |  |
| **DA.RE9a.1.K** | Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention. | | |  |  |  |
| **DA.CN10.1.K** | Synthesize and relate knowledge and personal experiences to make art. | | |  |  |  |
| **DA.CN10a.1.K** | Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience. | | |  |  |  |
| **DA.CN10b.1.K** | Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork. | | |  |  |  |
| **DA.CN11.1.K** | Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. | | |  |  |  |
| **DA.CN11a.1.K** | Describe or demonstrate the movements in a dance that was watched or performed. | | |  |  |  |
| **MEDIA ARTS** | | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **MA.CR1.1.K** | | | Generate and conceptualize artistic ideas and work. |  |  |  |
| **MA.CR1a.1.K** | | | Discover and share ideas for media artworks using play and experimentation. |  |  |  |
| **MA.CR2.1.K** | | | Organize and develop artistic ideas and work. |  |  |  |
| **MA.CR2a.1.K** | | | With guidance, use ideas to form plans or models for media arts productions. |  |  |  |
| **MA.CR3.1.K** | | | Refine and complete artistic work. |  |  |  |
| **MA.CR3a.1.K** | | | Form and capture media arts content, freely and in guided practice, in media arts productions. |  |  |  |
| **MA.CR3b.1.K** | | | Make changes to the content, form, or presentation of media artworks and share results. |  |  |  |
| **MA.PR4.1.K** | | | Select, analyze, and interpret artistic work for presentation. |  |  |  |
| **MA.PR4a.1.K** | | | With guidance, combine different forms and content, such as image and sound, to form media artworks. |  |  |  |
| **MA.PR5.1.K** | | | Develop and refine artistic techniques and work for presentation. |  |  |  |
| **MA.PR5a.1.K** | | | Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks. |  |  |  |
| **MA.PR5b.1.K** | | | Identify and demonstrate creative skills, such as performing, within media arts productions. |  |  |  |
| **MA.PR5c.1.K** | | | Practice, discover, and share how media arts creation tools work. |  |  |  |
| **MA.PR6.1.K** | | | Convey meaning through the presentation of artistic work. |  |  |  |
| **MA.PR6a.1.K** | | | With guidance, identify and share roles and the situation for presenting media artworks. |  |  |  |
| **MA.PR6b.1.K** | | | With guidance, identify and share reactions to the presentation of media artworks. |  |  |  |
| **MA.RE7.1.K** | | | Perceive and analyze artistic work. |  |  |  |
| **MA.RE7a.1.K** | | | Recognize and share components and messages in media artworks. |  |  |  |
| **MA.RE7b.1.K** | | | Recognize and share how a variety of media artworks create different experiences. |  |  |  |
| **MA.RE8.1.K** | | | Interpret intent and meaning in artistic work. |  |  |  |
| **MA.RE8a.1.K** | | | With guidance, share observations regarding a variety of media artworks. |  |  |  |
| **MA.RE9.1.K** | | | Apply criteria to evaluate artistic work. |  |  |  |
| **MA.RE9a.1.K** | | | Share appealing qualities and possible changes in media artworks. |  |  |  |
| **MA.CN10.1.K** | | | Synthesize and relate knowledge and personal experiences to make art. |  |  |  |
| **MA.CN10a.1.K** | | | Use personal experiences and choices in making media artworks. |  |  |  |
| **MA.CN10b.1.K** | | | Share memorable experiences of media artworks. |  |  |  |
| **MA.CN.11.1.K** | | | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |  |  |  |
| **MA.CN11a.1.K** | | | With guidance, share ideas in relating media artworks and everyday life, such as daily activities. |  |  |  |
| **MA.CN11b.1.K** | | | With guidance, interact safely and appropriately with media arts tools and environments. |  |  |  |
| **MUSIC** | | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **MU.CR1.1.K** | | Generate and conceptualize artistic ideas and work. | |  |  |  |
| **MU.CR1a.1.K** | | With guidance, explore and experience music concepts (such as beat and melodic contour). | |  |  |  |
| **MU.CR1b.1.K** | | With guidance, generate musical ideas (such as movements or motives). | |  |  |  |
| **MU.CR2.1.K** | | Organize and develop artistic ideas and work. | |  |  |  |
| **MU.CR2a.1.K** | | With guidance, demonstrate and choose favorite musical ideas. | |  |  |  |
| **MU.CR2b.1.K** | | With guidance, organize personal musical ideas using iconic notation and/or recording technology. | |  |  |  |
| **MU.CR1.1.K** | | Refine and complete artistic work. | |  |  |  |
| **MU.CR3a.1.K** | | With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas. | |  |  |  |
| **MU.CR3.2.K** | | Refine and complete artistic work. | |  |  |  |
| **MU.CR3a.2.K** | | With guidance, demonstrate a final version of personal musical ideas to peers. | |  |  |  |
| **MU.PR4.1.K** | | Select, analyze, and interpret artistic work for presentation. | |  |  |  |
| **MU.PR4a.1.K** | | With guidance, demonstrate and state personal interest in varied musical selections. | |  |  |  |
| **MU.PR4.2.K** | | Select, analyze, and interpret artistic work for presentation. | |  |  |  |
| **MU.PR4a.2.K** | | With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. | |  |  |  |
| **MU.PR4.3.K** | | Select, analyze, and interpret artistic work for presentation. | |  |  |  |
| **MU.PR4a.3.K** | | With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent. | |  |  |  |
| **MU.PR5.1.K** | | Develop and refine artistic techniques and work for presentation. | |  |  |  |
| **MU.PR5a.1.K** | | With guidance, apply personal, teacher, and peer feedback to refine performances. | |  |  |  |
| **MU.PR5b.1.K** | | With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. | |  |  |  |
| **MU.PR6.1.K** | | Convey meaning through the presentation of artistic work. | |  |  |  |
| **MU.PR6a.1.K** | | With guidance, perform music with expression. | |  |  |  |
| **MU.PRb.1.K** | | Perform appropriately for the audience. | |  |  |  |
| **MU.RE7.1.K** | | Perceive and analyze artistic work. | |  |  |  |
| **MU.RE7a.1.K** | | With guidance, list personal interests and demonstrate why they prefer some music selections over others. | |  |  |  |
| **MU.RE7.2.K** | | Perceive and analyze artistic work. | |  |  |  |
| **MU.RE7a.2.K** | | With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. | |  |  |  |
| **MU.RE8.1.K** | | Interpret intent and meaning in artistic work. | |  |  |  |
| **MU.RE8a.1.K** | | With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent. | |  |  |  |
| **MU.RE9.1.K** | | Apply criteria to evaluate artistic work. | |  |  |  |
| **MU.RE9a.1.K** | | With guidance, apply personal and expressive preferences in the evaluation of music. | |  |  |  |
| **MU.CN10.0.K** | | Synthesize and relate knowledge and personal experiences to make art. | |  |  |  |
| **MU.CN10a.0.K** | | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | |  |  |  |
| **MU.CN11.0.K** | | Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. | |  |  |  |
| **MU.CN11a.0.K** | | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | |  |  |  |
| **THEATRE** | | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **TH.CR1.1.K** | | Generate and conceptualize artistic ideas and work. | |  |  |  |
| **TH.CR1a.1.K** | | With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.CR1b.1.K** | | With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.CR2.1.K** | | Organize and develop artistic ideas and work. | |  |  |  |
| **TH.CR2a.1.K** | | With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.CR2b.1.K** | | With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama). | |  |  |  |
| **TH.CR3.1.K** | | Refine and complete artistic work. | |  |  |  |
| **TH.CR3a.1.K** | | With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.PR4.1.K** | | Select, analyze, and interpret artistic work for presentation. | |  |  |  |
| **TH.PR4a.1.K** | | With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.PR5.1.K** | | Develop and refine artistic techniques and work for preseation. | |  |  |  |
| **TH.PR5a.1.K** | | With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.PR5b.1.K** | | With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.PR6.1.K** | | Convey meaning through the presentation of artistic work. | |  |  |  |
| **TH.PR6a.1.K** | | With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.RE7.1.K** | | Perceive and analyze artistic work. | |  |  |  |
| **TH.RE7a.1.K** | | With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.RE8.1.K** | | Interpret intent and meaning in artistic work. | |  |  |  |
| **TH.RE8a.1.K** | | With prompting and support, identify preferences in dramatic play, a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. | |  |  |  |
| **TH.RE8b.1.K** | | With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.RE9.1.K** | | Apply criteria to evaluate artistic work. | |  |  |  |
| **TH.RE9a.1.K** | | With prompting and support, actively engage with others in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.CN10.1.K** | | Synthesize and relate knowledge and personal experiences to make art. | |  |  |  |
| **TH.CN10a.1.K** | | With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.CN11.1.K** | | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | |  |  |  |
| **TH.CN11a.1.K** | | With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.CN11.2.K** | | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | |  |  |  |
| **TH.CN11a.2.K** | | With prompting and support, identify stories that are different from one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **TH.CN11b.2.K** | | With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | |  |  |  |
| **VISUAL ARTS** | | | | **OBSERVATIONS** | | |
| Fall | Winter | Spring |
| **VA.CR1.1.K** | | Generate and conceptualize artistic ideas and work. | |  |  |  |
| **VA.CR1a.1.K** | | Engage in exploration and imaginative play with materials. | |  |  |  |
| **VA.CR1.2.K** | | Generate and conceptualize artistic ideas and work. | |  |  |  |
| **VA.CR1a.2.K** | | Engage collaboratively in creative art-making in response to an artistic problem. | |  |  |  |
| **VA.CR2.1.K** | | Organize and develop artistic ideas and work. | |  |  |  |
| **VA.CR2a.1.K** | | Through experimentation, build skills in various media and approaches to art-making. | |  |  |  |
| **VA.CR2.2.K** | | Organize and develop artistic ideas and work. | |  |  |  |
| **VA.CR2a.2.K** | | Identify safe and non-toxic art materials, tools, and equipment. | |  |  |  |
| **VA.CR2.3.K** | | Organize and develop artistic ideas and work. | |  |  |  |
| **VA.CR2a.3.K** | | Create art that represents natural and constructed environments. | |  |  |  |
| **VA.CR3.1.K** | | Refine and complete artistic work. | |  |  |  |
| **VA.CR3a.1.K** | | Explain the process of making art while creating. | |  |  |  |
| **VA.PR4.1.K** | | Select, analyze and interpret artistic work for presentation. | |  |  |  |
| **VA.PR4a.1.K** | | Select art objects for personal portfolio and display, explaining why they were chosen. | |  |  |  |
| **VA.PR5.1.K** | | Develop and refine artistic techniques and work for presentation. | |  |  |  |
| **VA.PR5a.1.K** | | Explain the purpose of a portfolio or collection. | |  |  |  |
| **VA.PR6.1.K** | | Convey meaning through the presentation of artistic work. | |  |  |  |
| **VA.PR6a.1.K** | | Explain what an art museum is and distinguish how an art museum is different from other buildings. | |  |  |  |
| **VA.RE7.1.K** | | Perceive and analyze artistic work. | |  |  |  |
| **VA.RE7a.1.K** | | Identify uses of art within one’s personal environment. | |  |  |  |
| **VA.RE7.2.K** | | Perceive and analyze artistic work. | |  |  |  |
| **VA.RE7a.2.K** | | Describe what an image represents. | |  |  |  |
| **VA.RE8.1.K** | | Interpret intent and meaning in artistic work. | |  |  |  |
| **VA.RE8a.1.K** | | Interpret art by identifying subject matter and describing relevant details. | |  |  |  |
| **VA.RE9.1.K** | | Apply criteria to evaluate artistic work. | |  |  |  |
| **VA.RE9a.1.K** | | Explain reasons for selecting a preferred artwork. | |  |  |  |
| **VA.CN10.1.K** | | Synthesize and relate knowledge and personal experiences to make art. | |  |  |  |
| **VA.CN10a.1.K** | | Create art that tells a story about a life experience. | |  |  |  |
| **VA.CN11.1.K** | | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | |  |  |  |
| **VA.CN11a.1.K** | | Identify a purpose of an artwork. | |  |  |  |