

# MIDDLE-LEVEL CURRICULUM

A SYNERGISTIC SYSTEM



## STANDARDS CORRELATION REPORT

**Friday, May 30, 2014**

### STANDARDS FROM

**Mississippi | Early Learning Guidelines | Scientific Investigation (2006)**

Prekindergarten for Four Year Old Children



# SUMMARY

This report was prepared using the following information:

STANDARD SETS	TITLE SET
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**Standards Body:** Mississippi

**Document:** Early Learning Guidelines

**Subject:** Scientific Investigation

**Version:** 2006

**Grades:** Prekindergarten for Four Year Old  
Children

## Please Note

In this report, two categories of curriculum statements are listed: standards and benchmarks. Standards should be read as the parents, with benchmarks being the children. Only the lowest level of statement is considered a benchmark (child). For example, if there are three levels of statements, the top two levels are listed as standards, with the third level being the benchmark. Depending on the specific report being viewed, the accounting of the standards and benchmarks will vary.

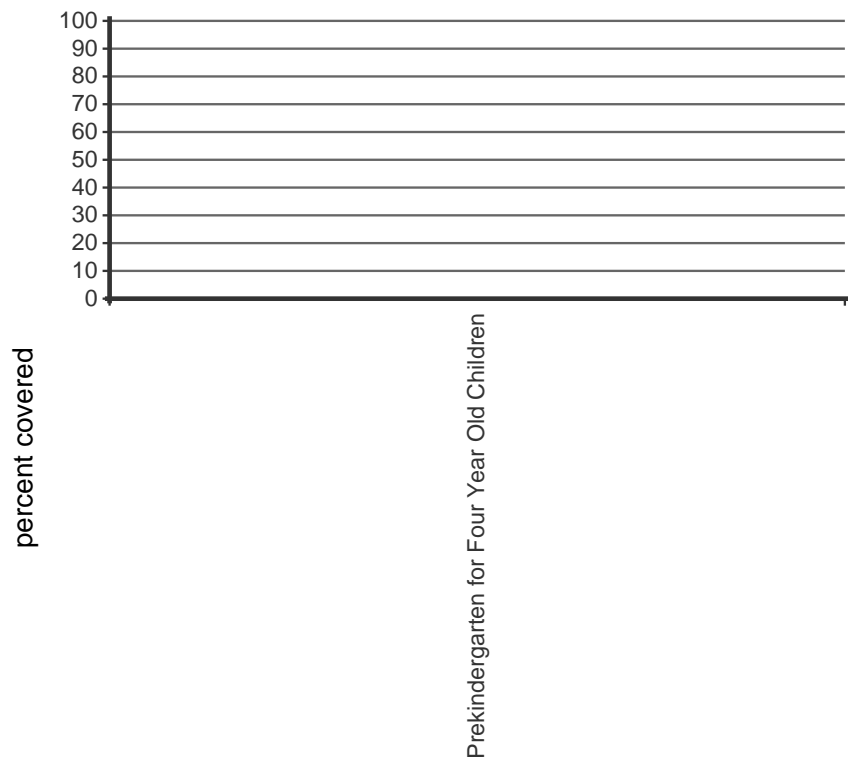
STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

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

- Prekindergarten for Four Year Old Children standards covered :0 of 34 (0%)

Standards/Benchmarks Addressed



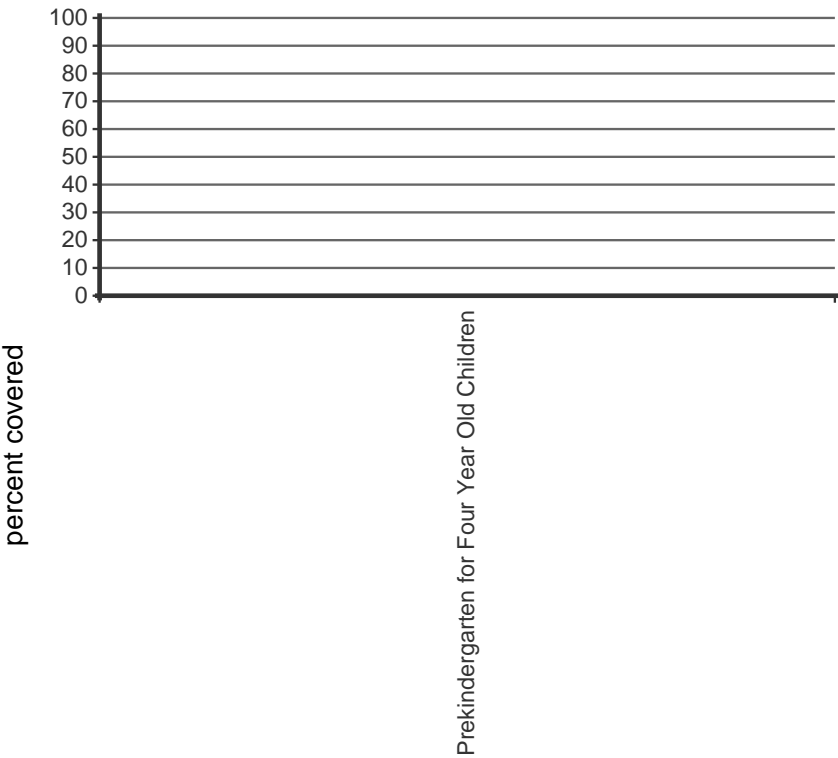
BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

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

- Prekindergarten for Four Year Old Children standards covered :0 of 28 (0%)

Benchmarks Addressed



## COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

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

### Prekindergarten for Four Year Old Children

- Prekindergarten for Four Year Old Children standards covered :0 of 34 (0%)
- Prekindergarten for Four Year Old Children standards covered :0 of 28 (%)

	Prekindergarten for Four Year Old Children Mississippi Early Learning Guidelines   Scientific Investigation (2006)
1	Develops awareness of living and non-living things
1.1	Names and describes plants, animals, and humans
1.2	Explores plants, animals, and human life cycle
1.3	Recognizes the needs of living things
1.4	Begins to recognize parts of the human body
1.5	Observes and describes characteristics of non-living things
2	Develops awareness of the five senses
2.1	Recognizes the five senses and body parts that utilize the five (5) senses
2.2	Identifies tastes
2.3	Identifies smells
2.4	Identifies sights
2.5	Identifies sounds
2.6	Sorts materials by texture

	<b>Prekindergarten for Four Year Old Children Mississippi Early Learning Guidelines   Scientific Investigation (2006)</b>
3	Engages in practices to promote routine good health, nutrition, and safety
3.1	Observes and demonstrates a daily routine of healthy habits
3.2	Recognizes and selects healthy foods
3.3	Demonstrates appropriate safety skills
4	Develops awareness of observable properties of objects and materials
4.1	Recognizes properties (e.g., color, size, shape, states of matter) and compares weight, texture, and temperature
4.2	Recognizes and demonstrates use of positional and motion words
5	Develops awareness and appreciation for the environment
5.1	Explores the idea that the earth includes the land, water, and air
5.2	Explores caring for the environment
5.3	Understands time-related vocabulary
5.4	Describes weather
6	Engages in simple investigations using science process
6.1	Becomes aware of investigative process
6.2	Makes careful observations, using all of the senses
6.3	Describes, compares, sorts and classifies, and orders
6.4	Uses a variety of simple tools to extend observations
6.5	Explores materials, objects, and events and notices cause and effect
6.6	Engages in simple investigations
6.7	Describes and communicates observations, results, and ideas

	<b>Prekindergarten for Four Year Old Children Mississippi Early Learning Guidelines   Scientific Investigation (2006)</b>
6.8	Works collaboratively with others

## COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

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



## STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

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

## Prekindergarten for Four Year Old Children

	<b>Prekindergarten for Four Year Old Children Mississippi Early Learning Guidelines   Scientific Investigation (2006)</b>
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	<b>Prekindergarten for Four Year Old Children Mississippi Early Learning Guidelines   Scientific Investigation (2006)</b>
3.2	Recognizes and selects healthy foods
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4	Develops awareness of observable properties of objects and materials
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4.2	Recognizes and demonstrates use of positional and motion words
5	Develops awareness and appreciation for the environment
5.1	Explores the idea that the earth includes the land, water, and air
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5.3	Understands time-related vocabulary
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6	Engages in simple investigations using science process
6.1	Becomes aware of investigative process
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6.4	Uses a variety of simple tools to extend observations
6.5	Explores materials, objects, and events and notices cause and effect
6.6	Engages in simple investigations
6.7	Describes and communicates observations, results, and ideas
6.8	Works collaboratively with others