

Alignment of the 2013 Mississippi Early Learning Standards With HighScope's 2014 Child Observation Record — COR Advantage 1.5

The following chart shows how items from the 2013 **Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children** correspond to items from HighScope's 2014 **Child Observation Record — COR Advantage 1.5**. COR Advantage 1.5 is an observation-based assessment instrument for children from birth through kindergarten. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the HighScope educational approach). It is divided into 8 major categories that are critical for school success: Approaches to Learning (Items A–C); Social and Emotional Development (Items D–H); Physical Development and Health (Items I–K); Language, Literacy, and Communication (Items L–R); Mathematics (Items S–W); Creative Arts (Items X–AA); Science and Technology (Items BB–EE); and Social Studies (Items FF–HH). There is also a category for English Language Learning, if appropriate for the child (Items II–JJ). Each category contains between 3 and 7 items, and each item has 8 developmental levels, ranging from 0 (the simplest) to 7 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning. The results provide detailed reports that analyze progress and are designed for various audiences, from families to government monitors.



Mississippi Early Learning Standards

COR Advantage Items

<i>English Language Arts</i>	
<p>READING STANDARDS FOR LITERATURE</p> <p>Key Ideas and Details</p> <p>1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., ask “<i>What is the duck doing?</i>” or respond to, “<i>Tell me about the duck.</i>”).</p> <p>2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing).</p> <p>3. With prompting and support, identify some characters, settings, and/or major events in a story.</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>
<p>Craft and Structure</p> <p>4. Exhibit curiosity and interest in words learning words in print.</p>	<p>P. Reading</p>
<p>Integration of Knowledge and Ideas</p> <p>7. With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).</p> <p>9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p>READING STANDARDS FOR INFORMATIONAL TEXT</p> <p>1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).</p> <p>2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).</p> <p>3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).</p>	<p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge-</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>

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<p>Integration of Knowledge and Ideas</p> <p>7. With prompting and support, make connections between self and text and/or information and text.</p>	<p>M. Listening and comprehension</p>
<p>READING STANDARDS: FOUNDATIONAL SKILLS</p> <p>Print Concepts</p> <p>1. With prompting and support, demonstrate understanding of conventions of print.</p> <p>a. Recognize an association between spoken and written words.</p> <p>b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</p> <p>d. Differentiate letters from numbers.</p> <p>e. Recognize words as a unit of print and understand that letters are grouped to form words.</p> <p>f. Understand that print moves from left to right, top to bottom, and page by page.</p> <p>g. Understand that words are separated by spaces in print.</p>	<p>P. Reading R. Writing</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge</p> <p>O. Alphabet knowledge S. Number and counting</p> <p>P. Reading</p> <p>P. Reading R. Writing</p> <p>R. Writing</p>
<p>Phonological Awareness</p> <p>2. With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.</p> <p>a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).</p> <p>b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).</p> <p>c. Demonstrate awareness of the relationship between sounds and letters.</p> <p>e. With prompting and support, isolate and pronounce the initial sounds in words.</p> <p>f. Demonstrate an awareness of ending sounds in words.</p>	<p>N. Phonological awareness</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness O. Alphabet knowledge</p> <p>N. Phonological awareness</p> <p>N. Phonological awareness</p>

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<p>3. With prompting and support, demonstrate emergent phonics and word analysis skills.</p> <p>a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p> <p>b. Recognize own name, environmental print, and some common high-frequency sight words.</p>	<p>O. Alphabet knowledge</p> <p>P. Reading</p>
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<p>Fluency</p> <p>4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).</p>	<p>P. Reading</p>
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<p>WRITING STANDARDS</p> <p>Text Types and Purposes</p> <p>1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.</p> <p>a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.</p> <p>b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.</p> <p>c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.</p>	<p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>X. Art</p> <p>R. Writing</p> <p>X. Art</p>
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<p>Research to Build and Present Knowledge</p> <p>8. With prompting and support, recall information from experiences to answer questions.</p>	<p>M. Listening and comprehension</p>
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<p>SPEAKING AND LISTENING STANDARDS</p> <p>Comprehension and Collaboration</p> <p>1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.</p> <p>a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).</p> <p>b. Engage in extended conversations.</p>	<p>L. Speaking</p> <p>L. Speaking</p>
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<p>2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.</p> <p>3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.</p>	<p>M. Listening and comprehension</p> <p>M. Listening and comprehension</p>
<p>LANGUAGE STANDARDS</p> <p>Conventions of Standard English</p> <p>2. With prompting and support, demonstrate awareness of the conventions of standard English.</p> <p>a. Write first name, capitalizing the first letter.</p> <p>b. Attempt to write a letter or letters to represent a word.</p> <p>c. Experiment with written representations of words, using emergent knowledge of sound-letter relationships.</p>	<p>R. Writing</p> <p>O. Alphabet knowledge</p> <p>R. Writing</p> <p>O. Alphabet knowledge</p>
<p>Vocabulary Acquisition and Use</p> <p>5. With guidance and support, explore relationships and word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>BB. Observing and classifying</p>

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Mathematic Standards	
<p>COUNTING AND CARDINALITY DOMAIN Know number names and the count sequence.</p> <p>1. With prompting and support, recite numbers 1 to 30 in the correct order.</p> <p>2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p>
<p>Count to tell the number of objects.</p> <p>3. With guidance and support, understand the relationship between numerals and quantities.</p> <p>a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.</p> <p>b. Match quantities and numerals 0 – 5.</p> <p>4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.</p> <p>a. Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.</p>	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p> <p>S. Number and counting</p>
<p>Compare numbers.</p> <p>5. Use comparative language (e.g., <i>more than</i>, <i>less than</i>, <i>equal to</i>, or <i>same</i>) to compare objects, using developmentally appropriate pre-kindergarten materials.</p>	<p>S. Number and counting</p>

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<p>OPERATIONS AND ALGEBRAIC THINKING DOMAIN Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.</p> <ol style="list-style-type: none"> 1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials. 2. With guidance and support, model real-world addition and subtraction problems up through 5 using developmentally appropriate pre-kindergarten materials. 3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials. <ol style="list-style-type: none"> a. Duplicate and extend simple patterns using concrete objects. 	<p>S. Number and counting</p> <p>S. Number and counting</p> <p>V. Patterns</p>
<p>MEASUREMENT AND DATA DOMAIN Describe and compare measurable attributes.</p> <ol style="list-style-type: none"> 1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size using appropriate vocabulary (e.g., <i>small, big, short, tall, empty, full, heavy, light</i>). 2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger, longer, taller, heavier, same weight, same amount</i>). <ol style="list-style-type: none"> a. Use nonstandard units of measurement. b. Explore standard tools of measurement. 	<p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p> <p>U. Measurement</p>
<p>Classify objects and count the number of objects in each category.</p> <ol style="list-style-type: none"> 3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature). 	<p>BB. Observing and classifying</p>

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<p>GEOMETRY DOMAIN Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <ol style="list-style-type: none">1. With guidance and support, correctly name shapes.2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>
<p>Analyze, compare, create, and compose shapes.</p> <ol style="list-style-type: none">4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).5. With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).	<p>T. Geometry: Shapes and spatial awareness</p> <p>T. Geometry: Shapes and spatial awareness</p>

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<i>Approaches to Learning Standards</i>	
<p>PLAY DOMAIN Engage in play. 2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials). 3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language). 4. Demonstrate active engagement in play.</p>	<p>A. Initiative and planning AA. Pretend play A. Initiative and planning</p>
<p>CURIOSITY AND INITIATIVE DOMAIN Demonstrate curiosity and initiative. 3. Make independent choices. 4. Approach tasks and activities with flexibility, imagination, and inventiveness.</p>	<p>A. Initiative and planning B. Problem solving with materials AA. Pretend play</p>
<p>PERSISTENCE AND ATTENTIVENESS DOMAIN Demonstrate persistence and attentiveness. 1. Follow through to complete a task or activity. 2. Demonstrate the ability to remain engaged in an activity or experience. 3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).</p>	<p>A. Initiative and planning A. Initiative and planning B. Problem solving with materials</p>
<p>PROBLEM-SOLVING SKILLS DOMAIN Demonstrate problem-solving skills. 1. Identify a problem or ask a question. 2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error). 3. Apply prior learning and experiences to build new knowledge.</p>	<p>B. Problem solving with materials H. Conflict resolution B. Problem solving with materials H. Conflict resolution B. Problem solving with materials H. Conflict resolution</p>

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<i>Social and Emotional Development Standards</i>	
<p>SOCIAL DEVELOPMENT DOMAIN Build and maintain relationships with others.</p> <p>1. Interact appropriately with familiar adults. a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.</p> <p>b. Engage with a variety of familiar adults for a specific purpose.</p> <p>2. Interact appropriately with other children. a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).</p> <p>b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).</p> <p>d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").</p> <p>3. Express empathy and care for others. a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).</p> <p>c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").</p>	<p>B. Problem solving with materials E. Building relationships with adults H. Conflict resolution</p> <p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p> <p>D. Emotions</p> <p>D. Emotions</p>
<p>Work productively toward common goals and activities.</p> <p>4. Participate successfully as a member of a group. a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</p> <p>b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).</p> <p>6. Resolve conflicts with others. a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.").</p>	<p>L. Speaking</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>

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EMOTIONAL DEVELOPMENT DOMAIN	
<p>Demonstrate awareness of self and capabilities.</p> <p>1. Demonstrate trust in self. b. Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").</p> <p>2. Develop personal preferences. a. Express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." "I want ..."). b. Select and complete tasks (e.g., finish a puzzle or drawing).</p> <p>3. Show flexibility, inventiveness, and interest in solving problems. b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).</p> <p>4. Know personal information. a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).</p>	<p>D. Emotions</p> <p>A. Initiative and planning</p> <p>A. Initiative and planning</p> <p>B. Problem solving with materials</p> <p>FF. Knowledge of self and others</p>
<p>Recognize and adapt expressions, behaviors, and actions.</p> <p>5. Show impulse control with body and actions. a. Control own body in space (e.g., move safely through room without harm to self or others). b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing). c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).</p> <p>6. Manage emotions. a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control). b. With prompting and support, recognize emotions (e.g., "I am really mad."). d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").</p> <p>7. Follow procedures and routines with teacher support. a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).</p>	<p>I. Gross-motor skills</p> <p>G. Community</p> <p>G. Community</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>D. Emotions</p> <p>G. Community</p> <p>M. Listening and comprehension</p>

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<i>Science Standards</i>	
<p>SCIENTIFIC METHOD AND INQUIRY DOMAIN Engage in simple investigations.</p> <ol style="list-style-type: none"> 1. Make observations, make predictions, and ask questions about natural occurrences or events. 2. Describe, compare, sort and classify, and order objects. 3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug). 4. Explore materials, objects, and events and notice cause and effect. 5. Describe and communicate observations, results, and ideas. 	<p>CC. Experimenting, predicting, and drawing conclusions</p> <p>BB. Observing and classifying</p> <p>EE. Tools and technology</p> <p>CC. Experimenting, predicting, and drawing conclusions</p> <p>W. Data analysis</p>
<p>PHYSICAL SCIENCE DOMAIN Develop awareness of observable properties of objects and materials.</p> <ol style="list-style-type: none"> 1. Manipulate and explore a wide variety of objects and materials. 2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature). 	<p>BB. Observing and classifying</p> <p>BB. Observing and classifying</p>
<p>LIFE SCIENCE DOMAIN Acquire scientific knowledge related to life science.</p> <ol style="list-style-type: none"> 1. Name, describe, and distinguish plants, animals, and people by observable characteristics. 	<p>DD. Natural and physical world</p>
<p>EARTH SCIENCE DOMAIN Apply scientific knowledge related to earth science and space.</p> <ol style="list-style-type: none"> 3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves). 	<p>BB. Observing and classifying</p> <p>DD. Natural and physical world</p>
<p>TECHNOLOGY DOMAIN Identify and explore a variety of technology tools.</p> <ol style="list-style-type: none"> 1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information. 2. Use technology tools to gather and/or communicate information. 	<p>EE. Tools and technology</p> <p>EE. Tools and technology</p>

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<i>Physical Development Standards</i>	
<p>GROSS MOTOR SKILLS DOMAIN Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.</p> <p>1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).</p> <p>2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).</p> <p>5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).</p>	<p>I. Gross-motor skills</p> <p>I. Gross-motor skills</p>
<p>FINE MOTOR SKILLS DOMAIN Demonstrate competency in fine motor skills needed to perform a variety of physical activities.</p> <p>1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).</p>	<p>J. Fine-motor skills</p>
<p>Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.</p> <p>2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).</p> <p>3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).</p>	<p>J. Fine-motor skills</p> <p>J. Fine-motor skills</p>

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<p>Participate in fine motor activity for self-expression and/or social interaction.</p> <p>4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).</p> <p>5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).</p>	<p>J. Fine-motor skills</p> <p>F. Building relationships with other children</p> <p>J. Fine-motor skills</p>
<p>Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.</p> <p>6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).</p>	<p>K. Personal care and healthy behavior</p>
<p>SELF-CARE, HEALTH, AND SAFETY SKILLS</p> <p>Demonstrate an emerging (developing) use of standard health practices.</p> <p>4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).</p> <p>5. With prompting and support, participate in a variety of physical activities.</p> <p>6. With prompting and support, identify nutritious foods.</p>	<p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p> <p>K. Personal care and healthy behavior</p>

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<i>Creative Expression Standards</i>	
<p>MUSIC DOMAIN Participate in music-related activities. 1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects. 2. Sing a variety of short songs.</p>	<p>Y. Music Y. Music</p>
<p>DANCE AND MOVEMENT DOMAIN Demonstrate understanding through the use of movement. 1. Create simple movements (e.g., twirl, turn around, skip, shake).</p>	<p>Z. Movement</p>
<p>THEATRE AND DRAMATIC PLAY DOMAIN Engage in dramatic play throughout the day in a variety of centers. 1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences. 2. Use available materials as either realistic or symbolic props. 4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.</p>	<p>AA. Pretend play FF. Knowledge of self and others AA. Pretend play N. Phonological awareness AA. Pretend play</p>
<p>VISUAL ARTS DOMAIN Create and respond to visual art. 1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools. 2. Create artwork that reflects an idea, theme, or story. 3. Describe own art work.</p>	<p>X. Art X. Art X. Art</p>

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<i>Social Studies Standards</i>	
<p>FAMILY AND COMMUNITY DOMAIN Understand self in relation to the family and the community.</p> <p>1. Identify self as a member of a family, the learning community, and local community.</p> <p>2. With prompting and support, identify similarities and differences in people.</p> <p>4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.</p>	<p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p> <p>FF. Knowledge of self and others</p>
<p>Understand the concept of individual rights and responsibilities.</p> <p>7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).</p> <p>9. With prompting and support, describe a simple sequence of familiar events.</p>	<p>FF. Knowledge of self and others</p> <p>HH. History</p>
<p>OUR WORLD DOMAIN Understand the importance of people, resources, and the environment.</p> <p>2. With prompting and support, identify location and some physical features of familiar places in the environment.</p> <p>3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).</p> <p>4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.</p> <p>5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).</p>	<p>GG. Geography</p> <p>AA. Pretend play</p> <p>EE. Tools and technology</p> <p>DD. Natural and physical world</p>
<p>HISTORY AND EVENTS DOMAIN Understand events that happened in the past.</p> <p>1. With prompting and support, describe a simple series of familiar events.</p> <p>2. Recognize events that happened in the past.</p>	<p>HH. History</p> <p>HH. History</p>