

*The Mississippi College- and Career-Readiness Standards for* ***Second 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.2.1** | **Comprehend concepts related to health promotion and disease prevention to enhance health.** |  |  |  |
| **H.2.1a** | Identify how dietary habits affect health. |  |  |  |
| **H.2.1b** | Discuss ways to prevent injury. |  |  |  |
| **H.2.1c** | Explore some of the causes of illnesses and chronic disease. |  |  |  |
| **H.2.1d** | Discuss ways in which the environment can contribute to illnesses or diseases (i.e., air pollution, water). |  |  |  |
| **H.2.2** | **Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** |  |  |  |
| **H.2.2a** | Appreciate the differences in people and how these differences are related to culture. |  |  |  |
| **H.2.2b** | Describe how the media (i.e., Terrance the Rat) influences health choices. |  |  |  |
| **H.2.3** | **Demonstrate the ability to access valid health information and products and services to enhance health.** |  |  |  |
| **H.2.3a** | Identify health products and services for daily use. |  |  |  |
| **H.2.3b** | Understand the importance of warning labels and symbols. |  |  |  |
| **H.2.3c** | Describe the roles of various community resources (i.e., hospital, Department of Health, voluntary health agency, home health) that aid in preventing illness. |  |  |  |
| **H.2.4** | **Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** |  |  |  |
| **H.2.4a** | Identify ways to communicate care, consideration, and respect of self and others. |  |  |  |
| **H.2.4b** | Demonstrate refusal skills to enhance health (i.e., just say no, don’t talk to strangers. |  |  |  |
| **H.2.4c** | Identify individual differences and the value of those differences. |  |  |  |
| **H.2.5** | **Demonstrate the ability to use decision-making skills to enhance health.** |  |  |  |
| **H.2.5a** | Explain the potential results of making positive and negative health choices. (i.e., accidents, nutrition, physical activity, drug use, smoking, and bullying). |  |  |  |
| **H.2.6** | **Demonstrate the ability to use goal-setting skills to enhance health.** |  |  |  |
| **H.2.6a** | Explain how goal-setting enhances healthy behaviors. |  |  |  |
| **H.2.7** | **Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** |  |  |  |
| **H.2.7a** | Identify fair methods for settling conflicts. |  |  |  |
| **H.2.7b** | Demonstrate and explain proper use of seat belts. |  |  |  |
| **H.2.7c** | Identify stress associated with different situations (i.e., recital, leadership role, disagreement with a peer, and visit to the principal’s office). |  |  |  |
| **H.2.7d** | Identify negative effects of using alcohol, tobacco, and drugs. |  |  |  |
| **H.2.8** | **Understand the importance of demonstrating the ability to advocate for personal, family, and community health.** |  |  |  |
| **H.2.8a** | Demonstrate an ability to influence others to become involved in healthy community projects. |  |  |  |
| **H.2.8b** | Explore ways individual can contribute to ongoing state/community health projects. |  |  |  |

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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.CR1.1.2** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **DA.CR1a.1.2** | Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas. |  |  |  |
| **DA.CR1b.1.2** | Combine a variety of movements while manipulating the elements of dance. |  |  |  |
| **DA.CR2.1.2** | **Organize and develop artistic ideas and work.** |  |  |  |
| **DA.CR2a.1.2** | Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end. |  |  |  |
| **DA.CR2b.1.2** | Choose movements that express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices. |  |  |  |
| **DA.CR3.1.2** | **Refine and complete artistic work.** |  |  |  |
| **DA.CR3a.1.2** | Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. |  |  |  |
| **DA.CR3b.1.2** | Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low). |  |  |  |
| **DA.PR4.1.2** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **DA.PR4a.1.2** | Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change. |  |  |  |
| **DA.PR4b.1.2** | Identify the length of time a move or phrase takes (for example, whether it is long or short). Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing. |  |  |  |
| **DA.PR4c.1.2** | Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics. |  |  |  |
| **DA.PR5.1.2** | **Develop and refine artistic technique and work for presentation.** |  |  |  |
| **DA.PR5a.1.2** | Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways. |  |  |  |
| **DA.PR5b.1.2** | Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space. |  |  |  |
| **DA.PR5c.1.2** | Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request. |  |  |  |
| **DA.PR6.1.2** | **Convey meaning through the presentation of artistic work.** |  |  |  |
| **DA.PR6a.1.2** | Dance for and with others in a space where audience and performers occupy different areas. |  |  |  |
| **DA.PR6b.1.2** | Use limited production elements (for example, hand props, simple scenery, or media projections). |  |  |  |
| **DA.RE7.1.2** | **Perceive and analyze artistic work.** |  |  |  |
| **DA.RE7a.1.2** | Find movements in a dance that develop a pattern. |  |  |  |
| **DA.RE7b.1.2** | Demonstrate and describe movements in dances from different genres or cultures. |  |  |  |
| **DA.RE8.1.2** | **Interpret intent and meaning in artistic work.** |  |  |  |
| **DA.RE8a.1.2** | Use context cues from movement to identify meaning and intent in a dance using simple dance terminology. |  |  |  |
| **DA.RE9.1.2** | **Apply criteria to evaluate artistic work.** |  |  |  |
| **DA.RE9a.1.2** | Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well and explain why they work. Use simple dance terminology. |  |  |  |
| **DA.CN10.1.2** | **Synthesize and relate knowledge and personal experiences to make art.** |  |  |  |
| **DA.CN10a.1.2** | Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning. |  |  |  |
| **DA.CN10b.1.2** | Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea. |  |  |  |
| **DA.CN11.1.2** | **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** |  |  |  |
| **DA.CN11a.1.2** | Observe a dance and relate the movement to the people or environment in which the dance was created and performed. |  |  |  |
| **MEDIA ARTS (MA)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **MA.CR1.1.2** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **MA.CR1a.1.2** | Discover multiple ideas for media artworks through brainstorming and improvising. |  |  |  |
| **MA.CR2.1.2** | **Organize and develop artistic ideas and work.** |  |  |  |
| **MA.CR2a.1.2** | Choose ideas to create plans and models for media arts productions. |  |  |  |
| **MA.CR3.1.2** | **Refine and complete artistic work.** |  |  |  |
| **MA.CR3a.1.2** | Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention. |  |  |  |
| **MA.CR3b.1.2** | Test and describe expressive effects in altering, refining, and completing media artworks. |  |  |  |
| **MA.PR4.1.2** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **MA.PR4a.1.2** | Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation. |  |  |  |
| **MA.PR5.1.2** | **Develop and refine artistic techniques and work for presentation.** |  |  |  |
| **MA.PR5a.1.2** | Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions. |  |  |  |
| **MA.PR5b.1.2** | Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions. |  |  |  |
| **MA.PR5c.1.2** | Demonstrate and explore identified methods to use tools to capture and form media artworks. |  |  |  |
| **MA.PR6.1.2** | **Convey meaning through the presentation of artistic work.** |  |  |  |
| **MA.PR6a.1.2** | Identify and describe presentation conditions and perform task(s) in presenting media artworks. |  |  |  |
| **MA.PR6b.1.2** | Identify and describe the experience and share results of presenting media artworks. |  |  |  |
| **MA.RE7.1.2** | **Perceive and analyze artistic work.** |  |  |  |
| **MA.RE7a.1.2** | Identify and describe the components and messages in media artworks. |  |  |  |
| **MA.RE7b.1.2** | Identify and describe how a variety of media artworks create different experiences. |  |  |  |
| **MA.RE8.1.2** | Interpret intent and meaning in artistic work |  |  |  |
| **MA.RE8a.1.2** | Determine the purposes and meanings of media artworks, considering their context. |  |  |  |
| **MA.RE9.1.2** | **Apply criteria to evaluate artistic work.** |  |  |  |
| **MA.RE9a.1.2** | Discuss the effectiveness of and improvements for media artworks, considering their context. |  |  |  |
| **MA.CN10.1.2** | **Synthesize and relate knowledge and personal experiencesto make art.** |  |  |  |
| **MA.CN10a.1.2** | Use personal experiences, interests, information, and models in creating media artworks. |  |  |  |
| **MA.CN10b.1.2** | Discuss experiences of media artworks, describing their meaning and purpose. |  |  |  |
| **MA.CN.11.1.2** | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** |  |  |  |
| **MA.CN11a.1.2** | Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments. |  |  |  |
| **MA.CN11b.1.2** | Interact appropriately with media arts tools and environments, considering safety, rules, and fairness. |  |  |  |
| **MUSIC (MU)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **MU.CR1.1.2** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **MU.CR1a.1.2** | Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. |  |  |  |
| **MU.CR1b.1.2** | Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). |  |  |  |
| **MU.CR2.1.2** | **Organize and develop artistic ideas and work.** |  |  |  |
| **MU.CR2a.1.2** | Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. |  |  |  |
| **MU.CR2b.1.2** | Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. |  |  |  |
| **MU.CR3.1.2** | **Refine and complete artistic work.** |  |  |  |
| **MU.CR3a.1.2** | Interpret and apply personal, peer, and teacher feedback to revise personal music. |  |  |  |
| **MU.CR3.2.2** | **Refine and complete artistic work.** |  |  |  |
| **MU.CR3a.2.2** | Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. |  |  |  |
| **MU.PR4.1.2** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **MU.PR4a.1.2** | Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. |  |  |  |
| **MU.PR4.2.2** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **MU.PR4a.2.2** | Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. |  |  |  |
| **MU.PR4b.2.2** | When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. |  |  |  |
| **MU.PR4.3.2** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **MU.PR4a.3.2** | Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. |  |  |  |
| **MU.PR5.1.2** | **Develop and refine artistic techniques and work for presentation.** |  |  |  |
| **MU.PR5a.1.2** | Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. |  |  |  |
| **MU.PR5b.1.2** | Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music. |  |  |  |
| **MU.PR6.1.2** | **Convey meaning through the presentation of artistic work.** |  |  |  |
| **MU.PR6a.1.2** | Perform music for a specific purpose with expression and technical accuracy. |  |  |  |
| **MU.PR6b.1.2** | Perform appropriately for the audience and purpose. |  |  |  |
| **MU.RE7.1.2** | **Perceive and analyze artistic work.** |  |  |  |
| **MU.RE7a.1.2** | Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. |  |  |  |
| **MU.RE7.2.2** | **Perceive and analyze artistic work.** |  |  |  |
| **MU.RE7a.2.2** | Describe how specific music concepts are used to support a specific purpose in music. |  |  |  |
| **MU.RE8.1.2** | **Interpret intent and meaning in artistic work.** |  |  |  |
| **MU.RE8a.1.2** | Demonstrate knowledge of music concepts and how they support creators’/performers’ expressive intent. |  |  |  |
| **MU.RE9.1.2** | **Apply criteria to evaluate artistic work.** |  |  |  |
| **MU.RE9a.1.2** | Apply personal and expressive preferences in the evaluation of music for specific purposes. |  |  |  |
| **MU.CN10.0.2** | **Synthesize and relate knowledge and personal experiences to make art.** |  |  |  |
| **MU.CN10a.0.2** | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. |  |  |  |
| **MU.CN11.0.2** | **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** |  |  |  |
| **MU.CN11a.0.2** | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |  |  |  |
| **THEATRE (TH)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **TH.CR1.1.2** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **TH.CR1a.1.2** | Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.CR1b.1.2** | Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.CR1c.1.2** | Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.CR2.1.2** | **Organize and develop artistic ideas and work.** |  |  |  |
| **TH.CR2a.1.2** | Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.CR2b.1.2** | Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.CR3.1.2** | **Refine and complete artistic work.** |  |  |  |
| **TH.CR3a.1.2** | Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.CR3b.1.2** | Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.CR3c.1.2** | Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama. |  |  |  |
| **TH.PR4.1.2** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **TH.PR4a.1.2** | Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.PR4b.1.2** | Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.PR5.1.2** | **Develop and refine artistic techniques and work for presentation.** |  |  |  |
| **TH.PR5a.1.2** | Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.PR5b.1.2** | Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.PR6.1.2** | **Convey meaning through the presentation of artistic work.** |  |  |  |
| **TH.PR6a.1.2** | Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. |  |  |  |
| **TH.RE7.1.2** | **Perceive and analyze artistic work.** |  |  |  |
| **TH.RE7a.1.2** | Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.RE8.1.2** | **Interpret intent and meaning in artistic work.** |  |  |  |
| **TH.RE8a.1.2** | Explain how personal preferences and emotions affect an observer’s response in a guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance. |  |  |  |
| **TH.RE8b.1.2** | Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama). |  |  |  |
| **TH.RE.8c.1.2** | Explain or use text and pictures to describe how others’ emotions and choices may compare to the emotions and choices of characters in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.RE9.1.2** | **Apply criteria to evaluate artistic work.** |  |  |  |
| **TH.RE9a.1.2** | Collaborate on a scene in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.RE9b.1.2** | Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events. |  |  |  |
| **TH.RE9c.1.2** | Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.CN10.1.2** | **Synthesize and relate knowledge and personal experiences to make art.** |  |  |  |
| **TH.CN10a.1.2** | Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.CN11.1.2** | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** |  |  |  |
| **TH.CN11a.1.2** | Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.CN11.2.2** | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**  |  |  |  |
| **TH.CN11a.2.2** | Identify similarities and differences in stories from multiple cultures in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **TH.CN11b.2.2** | Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| **VISUAL ARTS (VA)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **VA.CR1.1.2** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **VA.CR1a.1.2** | Brainstorm collaboratively multiple approaches to an art or design problem. |  |  |  |
| **VA.CR1.2.2** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **VA.CR1a.2.2** | Make art or design with various materials and tools to explore personal interests, questions, and curiosity. |  |  |  |
| **VA.CR2.1.2** | **Organize and develop artistic ideas and work.** |  |  |  |
| **VA.CR2a.1.2** | Experiment with various materials and tools to explore personal interests in a work of art or design. |  |  |  |
| **VA.CR2.2.2** | **Organize and develop artistic ideas and work.** |  |  |  |
| **VA.CR2a.2.2** | Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. |  |  |  |
| **VA.CR2.3.2** | **Organize and develop artistic ideas and work.** |  |  |  |
| **VA.CR2a.3.2** | Repurpose objects to make something new. |  |  |  |
| **VA.CR3.1.2** | **Refine and complete artistic work.** |  |  |  |
| **VA.CR3a.1.2** | Discuss and reflect with peers about choices made in creating artwork. |  |  |  |
| **VA.PR4.1.2** | **Select, analyze and interpret artistic work for presentation.** |  |  |  |
| **VA.PR4a.1.2** | Categorize artwork based on a theme or concept for an exhibit. |  |  |  |
| **VA.PR5.1.2** | **Develop and refine artistic techniques and work for presentation.** |  |  |  |
| **VA.PR5a.1.2** | Distinguish between different materials or artistic techniques for preparing artwork for presentation. |  |  |  |
| **VA.PR6.1.2** | **Convey meaning through the presentation of artistic work.** |  |  |  |
| **VA.PR6a.1.2** | Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities. |  |  |  |
| **VA.RE7.1.2** | **Perceive and analyze artistic work.** |  |  |  |
| **VA.RE7a.1.2** | Perceive and describe aesthetic characteristics of one’s natural world and constructed environments. |  |  |  |
| **VA.RE7.2.2** | **Perceive and analyze artistic work.** |  |  |  |
| **VA.RE7a.2.2** | Categorize images based on expressive properties. |  |  |  |
| **VA.RE8.1.2** | **Interpret intent and meaning in artistic work.** |  |  |  |
| **VA.RE8a.1.2** | Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. |  |  |  |
| **VA.RE9.1.2** | **Apply criteria to evaluate artistic work.** |  |  |  |
| **VA.RE9a.1.2** | Use learned art vocabulary to express preferences about artwork. |  |  |  |
| **VA.CN10.1.2** | **Synthesize and relate knowledge and personal experiences to make art.** |  |  |  |
| **VA.CN10a.1.2** | Create works of art about events in home, school, or community life. |  |  |  |
| **VA.CN11.1.2** | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** |  |  |  |
| **VA.CN11a.1.2** | Compare and contrast cultural uses of artwork from different times and places. |  |  |  |

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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.2.1** | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |  |  |  |
| **ELA.RL.2.2** | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |  |  |  |
| **ELA.RL.2.3** | Describe how characters in a story respond to major events and challenges. |  |  |  |
| **ELA.RL.2.4** | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |  |  |  |
| **ELA.RL.2.5** | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |  |  |  |
| **ELA.RL.2.6** | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |  |  |  |
| **ELA.RL.2.7** | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |  |  |  |
| **ELA.RL.2.8** | (not applicable to literature) |  |  |  |
| **ELA.RL.2.9** | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |  |  |  |
| **ELA.RL.2.10** | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |
| **READING STANDARDS FOR INFORMATIONAL TEXT (RI)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **ELA.RI.2.1** | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |  |  |  |
| **ELA.RI.2.2** | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |  |  |  |
| **ELA.RI.2.3** | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |  |  |  |
| **ELA.RI.2.4** | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |  |  |  |
| **ELA.RI.2.5** | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |  |  |  |
| **ELA.RI.2.6** | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |  |  |  |
| **ELA.RI.2.7** | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |  |  |  |
| **ELA.RI.2.8** | Describe how reasons support specific points the author makes in a text. |  |  |  |
| **ELA.RI.2.9** | Compare and contrast the most important points presented by two texts on the same topic. |  |  |  |
| **ELA.RI.2.10** | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |

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| **READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **ELA.RF.2.3** | Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |
| **ELA.RF.2.3a** | Distinguish long and short vowels when reading regularly spelled one-syllable words. |  |  |  |
| **ELA.RF.2.3b** | Know spelling-sound correspondences for additional common vowel teams. |  |  |  |
| **ELA.RF.2.3c** | Decode regularly spelled two-syllable words with long vowels. |  |  |  |
| **ELA.RF.2.3d** | Decode words with common prefixes and suffixes. |  |  |  |
| **ELA.RF.2.3e** | Identify words with inconsistent but common spelling-sound correspondences. |  |  |  |
| **ELA.RF.2.3f** | Recognize and read grade-appropriate irregularly spelled words. |  |  |  |
| **ELA.RF.2.4** | Read with sufficient accuracy and fluency to support comprehension. |  |  |  |
| **ELA.RF.2.4a** | Read grade-level text with purpose and understanding. |  |  |  |
| **ELA.RF.2.4b** | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |  |  |  |
| **ELA.RF.2.4c** | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |
| **WRITING STANDARDS (W)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **ELA.W.2.1** | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |  |  |  |
| **ELA.W.2.2** | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |  |  |  |
| **ELA.W.2.3** | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |  |  |  |
| **ELA.W.2.4** | Begins in grade 3. |  |  |  |
| **ELA.W.2.5** | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |  |  |  |
| **ELA.W.2.6** | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |  |  |  |
| **ELA.W.2.7** | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |  |  |  |
| **ELA.W.2.8** | Recall information from experiences or gather information from provided sources to answer a question. |  |  |  |
| **ELA.W.2.9** | Begins in grade 4. |  |  |  |
| **ELA.W.2.10** | Begins in grade 3. |  |  |  |
| **SPEAKING & LISTENING STANDARDS (SL)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **ELA.SL.2.1** | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |  |  |  |
| **ELA.SL.2.1a** | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |  |  |  |
| **ELA.SL.2.1b** | Build on others’ talk in conversations by linking their comments to the remarks of others. |  |  |  |
| **ELA.SL.2.1c** | Ask for clarification and further explanation as needed about the topics and texts under discussion. |  |  |  |
| **ELA.SL.2.2** | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |  |  |  |
| **ELA.SL.2.3** | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |  |  |  |
| **ELA.SL.2.4** | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |  |  |  |
| **ELA.SL.2.5** | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |  |  |  |
| **ELA.SL.2.6** | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.) |  |  |  |
| **LANGUAGE STANDARDS (L)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **ELA.L.2.1** | Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. |  |  |  |
| **ELA.L.2.1a** | Use collective nouns. |  |  |  |
| **ELA.L.2.1b** | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |  |  |  |
| **ELA.L.2.1c** | Use reflexive pronouns (e.g., myself, ourselves). |  |  |  |
| **ELA.L.2.1d** | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |  |  |  |
| **ELA.L.2.1e** | Use adjectives and adverbs and choose between them depending on what is to be modified. |  |  |  |
| **ELA.L.2.1f** | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |  |  |  |
| **ELA.L.2.2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |
| **ELA.L.2.2a** | Capitalize holidays, product names, and geographic names. |  |  |  |
| **ELA.L.2.2b** | Use commas in greetings and closings of letters. |  |  |  |
| **ELA.L.2.2c** | Use an apostrophe to form contractions and frequently occurring possessives. |  |  |  |
| **ELA.L.2.2d** | Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). |  |  |  |
| **ELA.L.2.2e** | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |  |  |  |
| **ELA.L.2.3** | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |  |  |
| **ELA.L.2.3a** | Compare formal and informal uses of English. |  |  |  |
| **ELA.L.2.4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |  |  |  |
| **ELA.L.2.4a** | Use sentence-level context as a clue to the meaning of a word or phrase. |  |  |  |
| **ELA.L.2.4b** | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). |  |  |  |
| **ELA.L.2.4c** | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |  |  |  |
| **ELA.L.2.4d** | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |  |  |  |
| **ELA.L.2.4e** | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |  |  |  |
| **ELA.L.2.5** | Demonstrate understanding of word relationships and nuances in word meanings. |  |  |  |
| **ELA.L.2.5a** | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |  |  |  |
| **ELA.L.2.5b** | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |  |  |  |
| **ELA.L.2.6** | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |  |  |  |

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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.2.1** | Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. |  |  |  |
| **M.OA.2.2** | Fluently add and subtract within 20 using mental strategies. By end of Grade 2 know from memory all sums of two one-digit numbers. |  |  |  |
| **M.OA.2.3** | Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. |  |  |  |
| **M.OA.2.4** | Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. |  |  |  |
| **NUMBER AND OPERATIONS IN BASE TEN (NBT)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **M.NBT.2.1** | Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). |  |  |  |
| **M.NBT.2.2** | Count within 1000; skip-count by 5s starting at any number ending in 5 or 0. Skip-count by 10s and 100s starting at any number. |  |  |  |
| **M.NBT.2.3** | Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. |  |  |  |
| **M.NBT.2.4** | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. |  |  |  |
| **M.NBT.2.5** | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |  |  |  |
| **M.NBT.2.6** | Add up to four two-digit numbers using strategies based on place value and properties of operations. |  |  |  |
| **M.NBT.2.7** | Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. |  |  |  |
| **M.NBT.2.8** | Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. |  |  |  |
| **M.NBT.2.9** | Explain why addition and subtraction strategies work, using place value and the properties of operations. |  |  |  |
| **MEASUREMENT & DATA (MD)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **M.MD.2.1** | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. |  |  |  |
| **M.MD.2.2** | Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. |  |  |  |
| **M.MD.2.3** | Estimate lengths using units of inches, feet, centimeters, and meters. |  |  |  |
| **M.MD.2.4** | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. |  |  |  |
| **M.MD.2.5** | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. |  |  |  |
| **M.MD.2.6** | Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. |  |  |  |
| **M.MD.2.7** | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. |  |  |  |
| **M.MD.2.8a** | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* |  |  |  |
| **M.MD.2.8b** | Fluently use a calendar to answer simple real world problems such as “How many weeks are in a year?” or “James gets a $5 allowance every 2 months, how much money will he have at the end of each year?” |  |  |  |
| **M.MD.2.9** | Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. |  |  |  |
| **M.MD.2.10** | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. |  |  |  |
| **GEOMETRY (G)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **M.G.2.1** | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. |  |  |  |
| **M.G.2.2** | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. |  |  |  |
| **M.G.2.3** | Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.  |  |  |  |

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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.2.1** | Demonstrate competency in motor skills and movement patterns/concepts needed to perform a variety of physical activities. |  |  |  |
| **PE.2.2** | Demonstrate understanding of movement principles, strategies, and tactics as they apply to the learning, development and performance of physical activities. |  |  |  |
| **PE.2.3** | Participates regularly in physical activity. |  |  |  |
| **PE.2.4** | Achieve and maintain a health-enhancing level of physical fitness. |  |  |  |
| **PE.2.5** | Exhibit responsible personal and social behavior that respects self and others in physical activity settings. |  |  |  |
| **PE.2.6** | 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.2.1** | Students will demonstrate an understanding of the classification of animals based on physical characteristics. |  |  |  |
| **SCI.L.2.1.1** | Compare and sort groups of animals with backbones (vertebrates) from groups of animals without backbones (invertebrates). |  |  |  |
| **SCI.L.2.1.2** | Classify vertebrates (mammals, fish, birds, amphibians, and reptiles) based on their physical characteristics. |  |  |  |
| **SCI.L.2.1.3** | Compare and contrast physical characteristics that distinguish classes of vertebrates (i.e., reptiles compared to amphibians). |  |  |  |
| **SCI.L.2.1.4** | Construct a scientific argument for classifying vertebrates that have unusual characteristics, such as bats, penguins, snakes, salamanders, dolphins, and duck-billed platypuses (i.e., bats have wings, yet they are mammals). |  |  |  |
| **SCI.L.2.2** | 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.2.2.1** | Use observations through informational texts and other media to observe the different stages of the life cycle of trees (i.e., pines, oaks) to construct explanations and compare how trees change and grow over time. |  |  |  |
| **SCI.L.2.2.2** | Construct explanations using first-hand observations or other media to describe the life cycle of an amphibian (birth, growth/development, reproduction, and death). Communicate findings. |  |  |  |
| **SCI.L.2.3A** | Students will demonstrate an understanding of the interdependence of living things and the environment in which they live. |  |  |  |
| **SCI.L.2.3A.1** | Evaluate and communicate findings from informational text or other media to describe how animals change and respond to rapid or slow changes in their environment (fire, pollution, changes in tide, availability of food/water). |  |  |  |
| **SCI.L.2.3A.2** | Construct scientific arguments to explain how animals can make major changes (e.g., beaver dams obstruct streams, or large deer populations destroying crops) and minor changes to their environments (e.g., ant hills, crawfish burrows, mole tunnels). Communicate findings. |  |  |  |
| **SCI.L.2.3B** | Students will demonstrate an understanding of the interdependence of living things. |  |  |  |
| **SCI.L.2.3B.1** | Evaluate and communicate findings from informational text or other media to describe and to compare how animals interact with other animals and plants in the environment (i.e., predator-prey relationships, herbivore, carnivore, omnivore). |  |  |  |
| **SCI.L.2.3B.2** | Conduct an investigation to find evidence where plants and animals compete or cooperate with other plants and animals for food or space. Present findings (i.e., using technology or models). |  |  |  |
| **SCI.L.2.4** | Students will demonstrate an understanding of the ways animals adapt to their environment in order to survive. |  |  |  |
| **SCI.L.2.4.1** | Evaluate and communicate findings from informational text or other media to describe how plants and animals use adaptations to survive (e.g., ducks use webbed feet to swim in lakes and ponds, cacti have waxy coatings and spines to grow in the desert) in distinct environments (e.g., polar lands, saltwater and freshwater, desert, rainforest, woodlands). |  |  |  |
| **SCI.L.2.4.2** | Create a solution exemplified by animal adaptations to solve a human problem in a specific environment (e.g., snowshoes are like hare’s feet or flippers are like duck's feet). 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.2.5** | Students will demonstrate an understanding of the properties of matter. |  |  |  |
| **SCI.P.2.5.1** | Conduct a structured investigation to collect, represent, and analyze categorical data to classify matter as solid, liquid, or gas. Report findings and describe a variety of materials according to observable physical properties (e.g., size, color, texture, opacity, solubility). |  |  |  |
| **SCI.P.2.5.2** | Compare and measure the length of solid objects using technology and mathematical representations. Analyze and communicate findings. |  |  |  |
| **SCI.P.2.5.3** | Compare the weight of solid objects and the volume of liquid objects. Analyze and communicate findings. |  |  |  |
| **SCI.P.2.5.4** | Construct scientific arguments to support claims that some changes to matter caused by heating can be reversed, and some changes cannot be reversed. |  |  |  |
| **SCI.P.2.6** | Students will demonstrate an understanding of how the motion of objects is affected by pushes, pulls, and friction on an object. |  |  |  |
| **SCI.P.2.6.1** | Conduct a structured investigation to collect, represent, and analyze data from observations and measurements to demonstrate the effects of pushes and pulls with different strengths and directions. Communicate findings (e.g., models or technology. |  |  |  |
| **SCI.P.2.6.2** | Generate and answer questions about the relationship between (1) friction and the motion of objects and (2) friction and the production of heat. |  |  |  |
| **SCI.P.2.6.3** | Develop a plan to change the force (push or pull) of friction to solve a human problem (e.g., improve the ride on a playground slide or make a toy car or truck go faster). Use an engineering design process to define the problem, design, construct, evaluate, and improve the plan. |  |  |  |
| **EARTH AND SPACE SCIENCE (E)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SCI.E.2.8** | Students will demonstrate an understanding of the appearance, movements, and patterns of the sun, moon, and stars. |  |  |  |
| **SCI.E.2.8.1** | Recognize that there are many stars that can be observed in the night sky and the Sun is the Earth’s closest star. |  |  |  |
| **SCI.E.2.8.2** | With teacher guidance, observe, describe, and predict the seasonal patterns of sunrise and sunset. Collect, represent, and interpret data from internet sources to communicate findings. |  |  |  |
| **SCI.E.2.8.3** | Observe and compare the details in images of the moon and planets using the perspective of the naked eye, telescopes, and data from space exploration. |  |  |  |
| **SCI.E.2.8.4** | With teacher support, gain an understanding that scientists are humans who use observations and experiments to learn about space. Obtain information from informational text or other media about scientists who have made important discoveries about objects in space (e.g., Galileo Galilei, Johannes Kepler, George Ellery Hale, Jill Tarter) or the development of technologies (e.g., various telescopes and detection devices, computer modeling, and space exploration). |  |  |  |
| **SCI.E.2.8.5** | Use informational text and other media to observe, describe and predict the visual patterns of motion of the Sun (sunrise, sunset) and Moon (phases). |  |  |  |
| **SCI.E.2.8.6** | Create a model that will demonstrate the observable pattern of motion of the Sun or Moon. Use an engineering design process to define the problem, design, construct, evaluate, and improve the model. |  |  |  |
| **SCI.E.2.10** | Students will demonstrate an understanding of how humans use Earth’s resources. |  |  |  |
| **SCI.E.2.10.1** | Use informational text, other media, and first-hand observations to investigate, analyze and compare the properties of Earth materials (including rocks, soils, sand, and water). |  |  |  |
| **SCI.E.2.10.2** | Conduct an investigation to identify and classify everyday objects that are resources from the Earth (e.g., drinking water, granite countertops, clay dishes, wood furniture, or gas grill). Classify these objects as renewable and nonrenewable resources. |  |  |  |
| **SCI.E.2.10.3** | Use informational text and other media to summarize and communicate how Earth materials are used (e.g., soil and water to grow plants; rocks to make roads, walls or building; or sand to make glass). |  |  |  |
| **SCI.E.2.10.4** | Use informational text, other media, and first-hand observations to investigate and communicate the process and consequences of soil erosion. |  |  |  |
| **SCI.E.2.10.5** | With teacher guidance, investigate possible solutions to prevent or repair soil erosion. |  |  |  |

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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.2.1** | Examine how individuals play different roles and exercise good citizenship in the local community. |  |  |  |
| **SS.CI.2.1.1** | Identify different community members and the roles they play. |  |  |  |
| **SS.CI.2.1.2** | Distinguish behaviors of different individuals in the community that exhibit good citizenship. |  |  |  |
| **SS.CI.2.2** | Demonstrate knowledge of how to be a good citizen in the local community. |  |  |  |
| **SS.CI.2.2.1** | Identify rights and responsibilities of citizens in the community. |  |  |  |
| **SS.CI.2.2.2** | Compare and contrast rights and responsibilities of community members. |  |  |  |
| **SS.CI.2.2.3** | Recognize significant values such as common good, liberty, justice, equality, and individual dignity. |  |  |  |
| **SS.CI.2.3** | Demonstrate a knowledge of authority figures in the local community. |  |  |  |
| **SS.CI.2.3.1** | Identify authority figures in the community. |  |  |  |
| **SS.CI.2.3.2** | Compare the rights and responsibilities of individuals and authority figures in the community. |  |  |  |
| **SS.CI.2.3.3** | Investigate the difference between rules and laws. |  |  |  |
| **SS.CI.2.3.4** | Compare the role of consequences when rules and laws are not followed. |  |  |  |
| **ECONOMICS (E)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SS.E.2.1** | Explain how individual wants and needs impact the production of goods and service. |  |  |  |
| **SS.E.2.1.1** | Identify consumers and producers. |  |  |  |
| **SS.E.2.1.2** | Explain how individuals’ choices determine what goods and services are produced. |  |  |  |
| **SS.E.2.2** | Explain the effects of supply and demand on the price of goods and services. |  |  |  |
| **SS.E.2.2.1** | Define scarcity and how it relates to goods and services. |  |  |  |
| **SS.E.2.2.2** | Evaluate the impact of resources availability on the price of goods. |  |  |  |
| **SS.E.2.3** | Differentiate between needs and wants of individuals. |  |  |  |
| **SS.E.2.3.1** | Define and identify needs and wants. |  |  |  |
| **SS.E.2.3.2** | Classify items as wants or needs. |  |  |  |
| **SS.E.2.4** | Identify the role of financial institutions within the community. |  |  |  |
| **SS.E.2.4.1** | Identify various types of financial institutions and their role in the community. |  |  |  |
| **SS.E.2.4.2** | Identify services provided by the various financial institutions in the community. |  |  |  |
| **CIVIL RIGHTS (CR)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SS.CR.2.1** | Illustrate the role of unity and diversity within the community. |  |  |  |
| **SS.CR.2.1.1** | Define unity and diversity. |  |  |  |
| **SS.CR.2.1.2** | Describe the role that unity and diversity play within the community. |  |  |  |
| **SS.CR.2.2** | Describe and explain how traditions and customs contribute to unity and diversity. |  |  |  |
| **SS.CR.2.2.1** | Evaluate the qualities that build unity among diverse populations. |  |  |  |
| **SS.CR.2.2.2** | Recognize the cultural contributions of various groups within our community. |  |  |  |
| **SS.CR.2.3** | Explain the role of cooperation and compromise within the community. |  |  |  |
| **SS.CR.2.3.1** | Define tolerance. |  |  |  |
| **SS.CR.2.3.2** | Explain the role of tolerance in problem solving within the community. |  |  |  |
| **SS.CR.2.3.3** | Identify cultural diversity within the community. |  |  |  |
| **GEOGRAPHY (G)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SS.G.2.1** | Differentiate between different types of maps. |  |  |  |
| **SS.G.2.1.1** | Utilize vocabulary related to map skills. |  |  |  |
| **SS.G.2.1.2** | Recognize characteristics of a local region including natural resources. |  |  |  |
| **SS.G.2.2** | Investigate physical features of the local region. |  |  |  |
| **SS.G.2.2.1** | Examine how physical features affect human settlement. |  |  |  |
| **SS.G.2.2.2** | Distinguish between urban, rural, suburban, etc. |  |  |  |
| **SS.G.2.2.3** | Investigate different types of landforms and their characteristics. |  |  |  |
| **SS.G.2.3** | Recognize maps, graphs, and other representations of the earth. |  |  |  |
| **SS.G.2.3.1** | Identify representations of the earth using technology, maps, and globes. |  |  |  |
| **SS.G.2.3.2** | Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). |  |  |  |
| **SS.G.2.3.3** | Locate Mississippi and the United States using maps and globes. |  |  |  |
| **HISTORY (H)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SS.H.2.1** | Evaluate how people and events have shaped the local community, state and nation through primary sources. |  |  |  |
| **SS.H.2.1.1** | Identify various primary sources. |  |  |  |
| **SS.H.2.1.2** | Use various primary sources to investigate significant people and events of the past. |  |  |  |
| **SS.H.2.1.3** | Identify vocabulary to express measurements of time. |  |  |  |
| **SS.H.2.1.4** | Compare and contrast historical perspectives of primary sources. |  |  |  |
| **SS.H.2.2** | Utilize oral traditions that contributed to the cultural diversity of the community, state and nation. |  |  |  |
| **SS.H.2.2.1** | Explore stories, songs, and other expressions of oral traditions. |  |  |  |
| **SS.H.2.2.2** | Interpret how oral traditions helped to express important cultural and historical characteristics. |  |  |  |