

# 2nd Grade Report Card Scoring Guides *2023-2024*

K I R K W O O D  
S C H O O L D I S T R I C T





The Kirkwood School District uses scoring guides to describe three levels of student performance based on the approved curriculum. These guides are designed to provide specific and understandable feedback about student progress in line with the Kirkwood curricular standards and expectations. Each learning standard on the quarterly report card is named in the scoring guides, and they also explain the differences in performance levels.

The report card explains student performance using the following indicators:

- 3–Meeting: The student consistently meets the standard
- 2–Approaching: The student is sometimes able to meet the standard
- 1–Beginning: The student is not yet meeting the expectations of the standard independently

The expected performance for all students is a "3," which signifies that they are meeting the standard. However, it is important to recognize that all students learn at their own pace. Students that are not yet meeting expectations continue to have learning opportunities throughout the school year.

We want to ensure a partnership by clearly communicating each child's academic journey. If you have any questions or need further explanations, don't hesitate to reach out to your child's teacher or principal. Your partnership in supporting your child's learning is truly appreciated.

# **English Language Arts**

## Phonics

**2.RF.3.A.a** Develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including: single letters, consonant blends , consonant and vowel digraphs and vowel diphthongs.

**2.RF.3.A.c** Develop phonics in the reading process by decoding consistently spelled two syllable words with long vowels.

**2.RF.3.A.h** Develop phonics in the reading process by using common syllable patterns to decode words including r-controlled vowels.

**2.RF.3.A.i** Develop phonics in the reading process by reading irregularly spelled high-frequency words.

Q1		Q2		Q3		Q4	
Use decoding skills and sight words to read grade level text							
3	I can consistently use decoding skills and sight words to read grade level text.	3	I can consistently use decoding skills and sight words to read grade level text.	3	I can consistently use decoding skills and sight words to read grade level text.	3	I can consistently use decoding skills and sight words to read grade level text.
2	I can sometimes use decoding skills and sight words to read grade level text.	2	I can sometimes use decoding skills and sight words to read grade level text.	2	I can sometimes use decoding skills and sight words to read grade level text.	2	I can sometimes use decoding skills and sight words to read grade level text.
1	I need help to use decoding skills and sight words to read grade level text.	1	I need help to use decoding skills and sight words to read grade level text.	1	I need help to use decoding skills and sight words to read grade level text.	1	I need help to use decoding skills and sight words to read grade level text.

## Reading Comprehension

**2.R.2.A.a** Read, infer, analyze, and draw conclusions to describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.

**2.R.3.A.a** Read, infer and draw conclusions to identify the main idea of sections of text and distinguish it from the topic.

**2.R.3.C.a** Read, infer and draw conclusions to explain main ideas and supporting details.

**2.R.2.A.b** Read, infer, analyze, and draw conclusions to describe the main characters in works of fiction, including their traits, motivations, and feelings.

**2.R.1.A.c** Develop and demonstrate reading skills in response to text by seeking clarification, and using information/ facts and details about texts and supporting answers with evidence from text.

**2.R.1.A.d** Develop and demonstrate reading skills in response to text by retelling a story's beginning, middle, and end and determining their central message, lesson or moral.

Q1		Q2		Q3		Q4	
Demonstrate reading skills in response to text.		Use text features and structures to make and support inferences in nonfiction texts.		Make and support inferences in fiction texts.		Demonstrate comprehension in grade level text	
3	I can consistently demonstrate reading skills in response to text.	3	I can consistently use text features and structures to make and support inferences in nonfiction texts.	3	I can consistently make and support inferences in fiction texts.	3	I can consistently demonstrate comprehension in grade level text.
2	I can sometimes demonstrate reading skills in response to text.	2	I can sometimes use text features and structures to make and support inferences in nonfiction texts.	2	I can sometimes make and support inferences in fiction texts.	2	I can sometimes demonstrate comprehension in grade level text.
1	I need help to demonstrate reading skills in response to text.	1	I need help to use text features and structures to make and support inferences in nonfiction texts.	1	I need help to make and support inferences in fiction texts.	1	I need help to demonstrate comprehension in grade level text.

2.R.1.B.c Develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple-meaning word in text.				
Q1	Q2		Q3	Q4
	Use context clues to determine the meaning of content-specific words.			
	3	I can consistently use context clues to determine the meaning of content-specific words.		
	2	I can sometimes use context clues to determine the meaning of content-specific words.		
	1	I need help to use context clues to determine the meaning of content-specific words.		

## Grade Writing

**2.W.1.B.a** Appropriate to genre type, develop a draft from prewriting by: a: sequencing ideas into clear and coherent sentences.

**2.W.1.B.b** Appropriate to genre type, develop a draft from prewriting by: b: generating paragraphs with one main idea.

**2.W.1.B.c** Appropriate to genre type, develop a draft from prewriting by: c: creating evidence of a beginning, middle and end.

**2.W.1.B.d** Appropriate to genre type, develop a draft from prewriting by: d: addressing an appropriate audience.

Q1		Q2		Q3		Q4	
Apply the writing process (planning, drafting, revising and editing)							
3	I can consistently apply the writing process (planning, drafting, revising and editing).	3	I can consistently apply the writing process (planning, drafting, revising and editing).	3	I can consistently apply the writing process (planning, drafting, revising and editing).	3	I can consistently apply the writing process (planning, drafting, revising and editing).
2	I can sometimes apply the writing process (planning, drafting, revising and editing).	2	I can sometimes apply the writing process (planning, drafting, revising and editing).	2	I can sometimes apply the writing process (planning, drafting, revising and editing).	2	I can sometimes apply the writing process (planning, drafting, revising and editing).
1	I need help to apply the writing process (planning, drafting, revising and editing).	1	I need help to apply the writing process (planning, drafting, revising and editing).	1	I need help to apply the writing process (planning, drafting, revising and editing).	1	I need help to apply the writing process (planning, drafting, revising and editing).

**2.W.2.B.b** Write informative/ explanatory texts that use facts and definitions to develop points in generating paragraphs.

**2.W.2.A.b** Write opinion texts that state an opinion about the topic or text and provide reasons for the opinion.

**2.W.2.C.a** Write fiction or nonfiction narratives and poems that establish a situation/topic based on the student's experience or imagination.

Q1	Q2		Q3		Q4	
	Write informative texts with leads, transitions, and endings		Write opinion texts with an argument and evidence to support		Use literary elements to write poetry	
	3	I can consistently write informative texts with leads, transitions, and endings.	3	I can consistently write opinion texts with an argument and evidence to support.	3	I can consistently use literary elements to write poetry.
	2	I can sometimes write informative texts with leads, transitions, and endings.	2	I can sometimes write opinion texts with an argument and evidence to support.	2	I can sometimes use literary elements to write poetry.
	1	I need help to write informative texts with leads, transitions, and endings.	1	I need help to write opinion texts with an argument and evidence to support.	1	I need help to use literary elements to write poetry.

**2.W.3.A.d** Apply research process to gather evidence from available sources, literary and informational.

**2.W.3.A.e** Apply research process to record basic information from literary and informational texts in simple visual format.

Q1	Q2		Q3		Q4
	Research using a variety of sources				
	3	I can consistently research using a variety of sources.	3	I can consistently research using a variety of sources.	
	2	I can sometimes research using a variety of sources.	2	I can sometimes research using a variety of sources.	
	1	I need help to research using a variety of sources.	1	I need help to research using a variety of sources.	



<b>2.L.1.A.h</b> In speech and written form, apply standard English grammar to produce simple declarative, imperative, exclamatory, and interrogative sentences.							
<b>2.L.1.B.f</b> In written text spell words using irregular spelling patterns.							
<b>2.L.1.B.c</b> In written text use apostrophes correctly for contractions.							
<b>2.L.1.B.d</b> In written text capitalize weeks, days, months, holidays.							
Q1		Q2		Q3		Q4	
Apply grade-level spelling patterns		Use correct punctuation and capitalization		Write complete sentences			
3	I can consistently apply grade-level spelling patterns.	3	I can consistently use correct punctuation and capitalization.	3	I can consistently write complete sentences.	3	I can consistently write complete sentences.
2	I can sometimes apply grade-level spelling patterns.	2	I can sometimes use correct punctuation and capitalization.	2	I can sometimes write complete sentences.	2	I can sometimes write complete sentences.
1	I need help to apply grade-level spelling patterns.	1	I need help to use correct punctuation and capitalization.	1	I need help to write complete sentences.	1	I need help to write complete sentences.

# Math

## Fluently Adds and Subtracts Numbers Within 20

**2.RA.A.1** Add and subtract within 20. Demonstrate fluency with addition and subtraction within 20.

Q1		Q2		Q3		Q4		
<b>Foundational Facts First</b> <ul style="list-style-type: none"> <li>• +/- 0, 1, 2</li> <li>• Doubles</li> <li>• Combinations of 10</li> <li>• 10 + ____</li> </ul>				<b>Derived Fact Strategies</b> <ul style="list-style-type: none"> <li>• Making 10</li> <li>• Pretend a 10</li> <li>• Near Doubles</li> </ul>				
Fluently Adds and Subtracts Numbers Within 20		Fluently Adds and Subtracts Numbers Within 20		Fluently Adds and Subtracts Numbers Within 20				
3	I can consistently solve any foundational fact within 20 fluently.	3	I can consistently use derived fact strategies to solve combinations within 20 fluently.	3	I can consistently solve any combination within 20 fluently.			
2	I can sometimes solve foundational facts within 20 fluently.	2	I can sometimes use derived fact strategies to solve combinations within 20 fluently.	2	I can sometimes solve combinations within 20 fluently.			
1	I need help to solve foundational facts within 20.	1	I need help to use derived fact strategies to solve combinations within 20.	1	I need help to solve combinations within 20.			

## Counts By Ones, Tens, and Hundreds Within 1000

**2.NBT.A.3** Understand place value of three digit numbers. Count within 1000 by 1s, 10s and 100s starting with any number.

Q1		Q2	Q3	Q4
Counts By Ones, Tens, and Hundreds Within 1000				
3	I can consistently count by ones, tens, and hundreds independently.			
2	I can sometimes count by ones, tens, and hundreds independently.			
1	I need help to count by ones, tens, and hundreds independently.			

## Builds, Reads, Writes, and Compares Three-Digit Numbers

**2.NBT.A.5** Understand place value of three digit numbers. Compare two three-digit numbers using the symbols  $>$ ,  $=$  or  $<$ .

Q1		Q2	Q3	Q4
Builds, Reads, Writes, and Compares Three-Digit Numbers				
3	I can consistently explain that the digits of a 3-digit number represent amounts of hundreds, tens, and ones and that the amounts can be rearranged and still equivalent. I can use $<$ , $>$ , and $=$ to compare two 3-digit numbers.			
2	I can sometimes explain that the digits of a 3-digit number represent amounts of hundreds, tens, and ones and that the amounts can be rearranged and still equivalent. I can use $<$ , $>$ , and $=$ to compare two 3-digit numbers.			
1	I need help to explain that the digits of a 3-digit number represent amounts of hundreds, tens, and ones and that the amounts can be rearranged and still equivalent. I can use $<$ , $>$ , and $=$ to compare two 3-digit numbers.			

## Recognizes and Draws Shapes

**2.GM.A.1a** Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or sides: a. Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes.

**2.GM.A.1b** Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or sides: b. Identify the faces of three-dimensional objects.

Two dimensional shapes such as circles, squares, triangles, rectangles, hexagons, pentagons, and half circles. Three dimensional shapes such as cubes, cones, spheres, and cylinders.

Q1	Q2	Q3	Q4	
	Recognizes and Draws Shapes			
	3			I can consistently recognize and draw shapes based on a given set of attributes. (i.e. number of angles, sides, or number of faces)
	2			I can sometimes recognize and draw shapes based on a given set of attributes. (i.e. number of angles, sides, or number of faces)
	1			I need help to recognize and draw shapes based on a given set of attributes. (i.e. number of angles, sides, or number of faces)

## Solves Addition Problems Using a Variety of Strategies

**2.NBT.B.6** Use place value understanding and properties of operations to add and subtract. Demonstrate fluency with addition and subtraction within 100.

**2.NBT.B.8** Use place value understanding and properties of operations to add and subtract. Add or subtract within 1000, and justify the solution.

Q1	Q2		Q3		Q4	
	Solves Addition Problems Using a Variety of Strategies		Solves Addition Problems Using a Variety of Strategies		Solves Addition Problems Using a Variety of Strategies	
	3	I can consistently use a variety of strategies to add within 100.	3	I can consistently select an efficient strategy to add within 100 based on the numbers in the problem and can explain why the strategy is efficient.	3	I can consistently select an efficient strategy to add within 1000 based on the numbers in the problem and can explain why the strategy is efficient.
	2	I can sometimes use a variety of strategies to add within 100.	2	I can sometimes select an efficient strategy to add within 100 based on the numbers in the problem and can explain why the strategy is efficient.	2	I can sometimes select an efficient strategy to add within 1000 based on the numbers in the problem and can explain why the strategy is efficient.
	1	I need help to use a variety of strategies to add within 100.	1	I need help to select an efficient strategy to add within 100 based on the numbers in the problem and can explain why the strategy is efficient.	1	I need help to select an efficient strategy to add within 1000 based on the numbers in the problem and can explain why the strategy is efficient.

## Solves Subtraction Problems Using a Variety of Strategies

2.NBT.B.6: Use place value understanding and properties of operations to add and subtract. Demonstrate fluency with addition and subtraction within 100.

2.NBT.B.8: Use place value understanding and properties of operations to add and subtract. Add or subtract within 1000, and justify the solution.

Q1	Q2	Q3	Q4		
		Solves Subtraction Problems Using a Variety of Strategies	Solves Subtraction Problems Using a Variety of Strategies		
		3	I can consistently select an efficient strategy to subtract within 100 based on the numbers in the problem and can explain why the strategy is efficient.	3	I can consistently select an efficient strategy to subtract within 1000 based on the numbers in the problem and can explain why the strategy is efficient.
		2	I can sometimes select an efficient strategy to subtract within 100 based on the numbers in the problem and can explain why the strategy is efficient.	2	I can sometimes select an efficient strategy to subtract within 1000 based on the numbers in the problem and can explain why the strategy is efficient.
		1	I need help to select an efficient strategy to subtract within 100 based on the numbers in the problem and can explain why the strategy is efficient.	1	I need help to select an efficient strategy to subtract within 1000 based on the numbers in the problem and can explain why the strategy is efficient.



## Tells and Writes Time to the Nearest 5 Minute Interval

**2.GM.D.10** Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Q1	Q2	Q3	Q4	
			Tells and Writes Time to the Nearest 5 Minute Interval	
			3	I can consistently tell and write time on a digital and analog clock to the nearest 5 minute and I can determine the label a.m. or p.m. for specific activities.
			2	I can sometimes tell and write time on a digital and analog clock to the nearest 5 minute and I can sometimes determine the label a.m. or p.m. for specific activities.
			1	I need help to tell and write time on a digital and analog clock to the nearest 5 minute.

## Creates Graphs with a Given Set of Data

**2.DS.A.1** Represent and interpret data. Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers.

Q1	Q2	Q3	Q4	
		Creates Graphs with a Given Set of Data		
		3		I can consistently create an accurate representation of a given set of data. This includes creating line plots of measurement data, bar and picture graphs with up to four different categories.
		2		I can sometimes create an accurate representation of a given set of data. This includes creating line plots of measurement data, bar and picture graphs with up to four different categories.
		1	I need help to create an accurate representation of a given set of data. This includes creating line plots of measurement data, bar and picture graphs with up to four different categories.	

### Finds the Value of a Given Set of Money

**2.GM.D.12** Work with time and money. Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately. (Up to \$100 and 100¢)

Q1	Q2	Q3	Q4	
			Finds the Value of a Given Set of Money	
			3	I can consistently find the value of a given set of money.
			2	I can sometimes find the value of a given set of money.
			1	I need help to find the value of a given set of money.

## Develops Foundations for Multiplication and Division

**2.RA.B.3** Develop foundations for multiplication and division. Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.

Q1	Q2	Q3	Q4	
			Develops Foundations for Multiplication and Division	
			3	I can consistently find the total number of objects in an array and write an equation to represent the array.
			2	I can sometimes find the total number of objects in an array and write an equation to represent the array.
			1	I need help to find the total number of objects in an array and write an equation to represent the array.

# Science

## Helping Seeds Travel

**2.ETS1.B.1:** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**2.LS2.A.2:** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Q1		Q2	Q3	Q4
Life Science/Engineering: Identify and describe the parts of a plant. Explain the function of certain plant parts				
3	I can consistently identify and describe the parts of a plant and its function.			
2	I can sometimes identify and describe the parts of a plant and its function.			
1	I need help identifying and describing the parts of a plant and its function.			
Life Science: Develop and improve a seed dispersal model using the engineering process				
3	I can consistently develop and improve a seed dispersal model using the engineering process.			

2	I can sometimes develop and improve a seed dispersal model using the engineering process.			
1	I need help developing and improving a seed dispersal model using the engineering process.			

2.LS2.A.1: Plan and conduct an investigation on the growth of plants when growing conditions are altered (i.e. dark versus light, water versus no water.				
Q1		Q2	Q3	Q4
Life Science: Evaluate the growth of plants when growing conditions are altered				
3	I can consistently evaluate the growth of plants when growing conditions are altered.			
2	I can sometimes evaluate the growth of plants when growing conditions are altered.			
1	I need help evaluating the growth of plants when growing conditions are altered.			

## Saving the Sand Dunes

**2.ESS2.A.1:** Compare multiple designs to slow or prevent wind or water from changing the shape of the land.

**2.ESS2.C.1:** Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Q1	Q2	Q3	Q4	
	Earth Science: Compare multiple designs to slow or prevent erosion			
	3	I can consistently compare multiple designs to slow or prevent erosion.		
	2	I can sometimes compare multiple designs to slow or prevent erosion.		
	1	I need help comparing multiple designs to slow or prevent erosion.		
	Earth Science: Use information from several sources to provide evidence that Earth events can occur quickly or slowly			
	3	I can consistently prove that Earth events can occur quickly or slowly.		
	2	I can sometimes prove that Earth events can occur quickly or slowly.		
	1	I need help proving that Earth events can occur quickly or slowly.		



## A Home for a Penguin

**2.PS1.A.1:** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

**2.PS1.A.2:** Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

Q1	Q2	Q3	Q4	
		Physical Science: Describe and classify different kinds of materials by their observable properties		
		3		I can consistently describe and classify different kinds of materials by their observable properties.
		2		I can sometimes describe and classify different kinds of materials by their observable properties.
		1		I need help describing and classifying different kinds of materials by their observable properties.
		Physical Science: Gather and Analyze data from the penguin design challenge		
		3		I can consistently gather and analyze data.

		2	I can sometimes gather and analyze data.	
		1	I need help gathering and analyzing data.	

### Home for a Penguin

**3.PS1.A.1:** Predict and conduct an investigation that shows that water can change from a liquid to a solid (freeze) and back again (melt), or from a liquid to a gas (evaporation) and back again (condensation) as a result of temperature changes.

Q1	Q2	Q3		Q4
		Physical Science: Demonstrate how water can change states as a result of a temperature change		
		3	I can consistently demonstrate how water can change states as a result of a temperature change.	
		2	I can sometimes demonstrate how water can change states as a result of a temperature change.	
		1	I need help demonstrating how water can change states as a result of a temperature change.	

## Tools of the Trade

**2.ETS1.A.1:** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**2.ETS1.C.1:** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

**2.ETS1.B.1:** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Q1	Q2	Q3	Q4	
			Engineering design: Design, test and improve a tool that helps paleontologists solve a problem	
			3	I can consistently design and improve a tool that helps paleontologists solve a problem.
			2	I can sometimes design and improve a tool that helps paleontologists solve a problem.
			1	I need help designing and improving a tool that helps paleontologists solve a problem.
			Engineering Design: Look at data from tests of two objects and compare the strengths and weaknesses of how each performs	
			3	I can consistently analyze the data and list the strengths and weaknesses.

			2	I can sometimes analyze the data and list the strengths and weaknesses.
			1	I need help analyzing the data and listing the strengths and weaknesses.
			Engineering: Draw and identify how the shape of the object helps determine its function	
			3	I can consistently draw and describe my prototype.
			2	I can sometimes draw and describe my prototype.
			1	I need help drawing and describing my prototype.
			Engineering Design: Look at data from tests of two objects and compare the strengths and weaknesses of how each performs	
			3	I can consistently analyze the data and list the strengths and weaknesses.
			2	I can sometimes analyze the data and list the strengths and weaknesses.
			1	I need help analyzing the data and listing the strengths and weaknesses.
			Engineering: Draw and identify how the shape of the object helps determine its function	
			3	I can consistently draw and describe my prototype.
			2	I can sometimes draw and describe my prototype.

			1	I need help drawing and describing my prototype.
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# Social Studies

## Civics: Explain The Roles Of Citizens, Laws, And Rights Within A Community

**Missouri Priority Standards embedded throughout all units**

**2.TS.7.A.a** Describe and analyze primary and secondary social studies sources in a classroom discussion with guidance and support.

**2.TS.7.B.b** Use visual tools and informational texts to communicate information.

**2.TS.7.D.a** Share research about a social studies topic.

**2.TS.7.E.abc** Develop supporting questions about social studies topics, with assistance. Describe a process to answer those questions. Discuss types of sources that would be helpful in exploring social studies' questions.

**2.TS.7.C.a** Explain the difference between fact and opinion in social studies' topics.

**2.TS.7.C.b** Explain the concept of point of view in social studies' topics.

### Missouri Learning Standards

**2.PC.1.B.a** Explain and give examples of how laws and rules are made and changed within a community.

**2.PC.1.C** Explain how individual rights are protected within a community.

**2.PC.1.D.a** Analyze how being an active and informed citizen makes a difference in your community.

**2.PC.1.D.b** List the consequences of citizens not actively participating in their communities.

**2.R.6.B** Demonstrate a peaceful resolution to a dispute.

Q1		Q2	Q3	Q4
Civics: Explain the roles of citizens, laws, and rights within a community				
3	I can consistently explain the roles of citizens, laws, and rights within a community.			
2	I can sometimes explain the roles of citizens, laws, and rights within a community.			
1	I need help to explain the roles of citizens, laws, and			

rights within a community.			
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<b>Government: Identify The Levels, Officials, And Functions In Government</b>			
<b>2.GS.2.D</b> Identify and explain the concept of branches and functions of government.			
<b>2.GS.2.C</b> Distinguish responsibilities and powers of government officials at various levels and branches of government in authoritative decisions.			
<b>2.PC.1.F.a</b> Describe the importance of the Pledge of Allegiance.			
Q1	Q2	Q3	Q4
Government: Identify the levels, officials, and functions in government			
3	I can consistently identify the levels, officials, and functions in government.		
2	I can sometimes identify the levels, officials, and functions in government.		
1	I need help to identify the levels, officials, and functions in government.		

## Geography: Create And Use Different Types Of Maps

**2.EG.5.A.a** Read and construct maps with title and key.

**2.EG.5.A.b** Identify the properties and use of different types of maps for various purposes.

**2.EG.5.B.ab** Name and locate regions in your community and the world.

**2.EG.5.C.ab** Identify and describe physical characteristics of the student's region in Missouri and the world.

Q1		Q2		Q3	Q4
Geography: Create and use different types of maps		Geography: Create and use different types of maps			
3	I can consistently create and use different types of maps.	3	I can consistently create and use different types of maps.		
2	I can sometimes create and use different types of maps.	2	I can sometimes create and use different types of maps.		
1	I need help to create and use different types of maps.	1	I need help to create and use different types of maps.		



## Geography: Describe The Regions Of Our Community, State, And World

**2.EG.5.F.a** Define the concept of regions as places which have unifying political, physical or cultural characteristics.

**2.EG.5.C.ab** Identify and describe physical characteristics of the student's region in Missouri and the world.

**2.EG.5.F.b** Identify examples of different regions in Missouri.

**2.EG.5.G** Explain how geography affects the way people live today.

**2.EG.5.F.c** Describe why people of different groups settle more in one place or region than another.

**2.EG.5.B.b** Name and locate the regions in your community.

Q1	Q2	Q3	Q4
	Geography: Describe the regions of our community, state, and world		
	3	I can consistently describe the regions of our community, state, and world.	
	2	I can sometimes describe the regions of our community, state, and world.	
	1	I need help to describe the regions of our community, state, and world.	

## Culture: Describe Characteristics Of Our Community, State, And World

**2.PC.1.F.a** Describe the importance of the Pledge of Allegiance.

**2.PC.1.F.b** Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials.

**2.EG.5.G** Explain how geography affects the way people live today.

**2.EG.5.C.c** Describe human characteristics of the student's region in Missouri.

**2.RI.6.A** Describe cultural characteristics of regions in the state.

**2.TS.7.C.b** Explain the concept of point of view in social studies' topics.

Q1	Q2	Q3	Q4	
	Culture: Describe characteristics of our community, state, and world			
	3			I can consistently describe characteristics of our community, state, and world.
	2			I can sometimes describe characteristics of our community, state, and world.
	1			I need help to describe characteristics of our community, state, and world.

## History: Compare Communities Over Time

**2.H.3.A** Compare the culture and people in our community across multiple time periods.

**2.EG.5.B.b** Name and locate the regions in your community.

**2.EG.5.C.c** Describe human characteristics of the student's region in Missouri (population composition, architecture, economic and recreation activities, relationship to water).

**2.H.3.B** Compare and contrast the changing habitats, resources, art, and daily lives of Native American people in regions of the U.S.

**2.RI.6.C** Recall stories and songs that reflect the cultural history of people from various regions in the United States including regional folk figures, Native American legends and African American folktales.

**2.RI.6.D** Describe how regions commemorate cultural heritage.

**2.PC.1.F.b** Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials.

Q1	Q2	Q3	Q4	
		History: Compare communities over time		
		3		I can consistently compare communities over time.
		2		I can sometimes compare communities over time.
		1		I need help to compare communities over time.

## Culture: Research The Impact Of Influential Historical Figures

**2.PC.1.E** Describe the character traits and civic attitudes of inventors and pioneers in their field who influenced progress in the nation.

**2.H.3.C** Describe the contributions of inventors or pioneers in their field who influenced progress in our nation.

**2.TS.7.A.b** Select and use artifacts to share information on social studies' topics.

Q1	Q2	Q3		Q4	
		Culture: Research the impact of influential historical figures		Culture: Research the impact of influential historical figures	
		3	I can consistently research the impact of influential historical figures.	3	I can consistently research the impact of influential historical figures.
		2	I can sometimes research the impact of influential historical figures.	2	I can sometimes research the impact of influential historical figures.
		1	I need help to research the impact of influential historical figures.	1	I need help to research the impact of influential historical figures.

## Economics: Identify Examples Of Income, Labor, Wages, And Cost-Benefit Situations

**2.E.4.A.d** Explain the relationship of income, labor and wages (and how technology influences/changes/affects the relationship).

**2.E.4.B** Describe a personal cost-benefit situation.

**2.E.4.A.a** Describe consumption and production and the relationship to goods and services within your region.

**2.E.4.A.b** Demonstrate how people use money to buy and sell goods and services.

**2.E.4.A.c** Demonstrate how people barter to exchange goods and services.

Q1	Q2	Q3	Q4	
			Economics: Identify examples of income, labor, wages, and cost-benefit situations	
			3	I can consistently identify examples of income, labor, wages, and cost-benefit situations.
			2	I can sometimes identify examples of income, labor, wages, and cost-benefit situations.
			1	I need help to identify examples of income, labor, wages, and cost-benefit situations.

## History: Describe How And Why Communication And Transportation Has Evolved Over Time

**2.EG.5.E.a** Describe different types of communication and transportation and identify their advantages and disadvantages.

**2.EG.5.E.b** Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.

Q1	Q2	Q3	Q4	
			History: Describe how and why communication and transportation has evolved over time	
			3	I can consistently describe how and why communication and transportation has evolved over time.
			2	I can sometimes describe how and why communication and transportation has evolved over time.
			1	I need help to describe how and why communication and transportation has evolved over time.

# **Social Emotional Learning**

## Self-Awareness: Recognize And Understand Emotions, Thoughts And Values In One's Self

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose, such as:

- Practice a growth mindset
- Link feelings, values and thoughts to a given situation
- Persevere through challenges
- Identify my emotions

Q1		Q2		Q3		Q4	
Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self				Recognize and understand emotions, thoughts and values in one's self	
3	I can consistently practice a growth mindset, link feelings, values and thoughts to a given situation, and persevere through challenges.	3	I can consistently identify my emotions, link feelings, values and thoughts to a given situation.			3	I can consistently identify my emotions, link feelings, values and thoughts to a given situation, and persevere through challenges.
2	I can sometimes practice a growth mindset, link feelings, values and thoughts to a given situation, and persevere through challenges.	2	I can sometimes identify my emotions, link feelings, values and thoughts to a given situation.			2	I can sometimes identify my emotions, link feelings, values and thoughts to a given situation, persevere through challenges.
1	I need help practicing a growth mindset, linking feelings, values and thoughts to a given situation, and persevering through challenges.	1	I need help to identify my emotions, linking feelings, values and thoughts to a given situation.			1	I need help identifying my emotions, link feelings, values and thoughts to a given situation, and persevere through challenges.



## Self-Management: Manage One's Emotions, Thoughts And Actions

The ability to manage one's emotions, thoughts and actions effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress and feel motivation & agency to accomplish personal/collective goals, such as:

- Use planning and organizational skills
- Demonstrate ways to deal with unexpected emotions
- Identify and use stress-management strategies

Q1		Q2		Q3		Q4	
Manage one's emotions, thoughts and actions		Manage one's emotions, thoughts and actions				Manage one's emotions, thoughts and actions	
3	I can consistently use planning and organizational skills, demonstrate ways to deal with unexpected emotions, identify and use stress-management strategies.	3	I can consistently use planning and organizational skills and demonstrate ways to deal with unexpected emotions.			3	I can consistently demonstrate ways to deal with unexpected emotions as well as identify and use stress-management strategies.
2	I can sometimes use planning and organizational skills, demonstrate ways to deal with unexpected emotions, identify and use stress-management strategies.	2	I can sometimes use planning and organizational skills and demonstrate ways to deal with unexpected emotions.			2	I can sometimes demonstrate ways to deal with unexpected emotions as well as identify and use stress-management strategies.
1	I need help using planning and organizational skills, demonstrating ways to deal with unexpected emotions, and identifying and using stress-management strategies.	1	I need help using planning and organizational skills, demonstrating ways to deal with unexpected emotions.			1	I need help to demonstrate ways to deal with unexpected emotions as well as identify and use stress-management strategies.

## Social Awareness: Understand And Empathize With Others, Including Those From Diverse Backgrounds

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings and recognize family, school and community resources and supports, such as:

- Take others' perspectives
- Demonstrate empathy and compassion
- Show concern for the feelings of others
- Recognize social cues and norms in different settings

Q1	Q2	Q3		Q4	
		Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds	
		3	I can consistently take others' perspectives, demonstrate empathy and compassion, and show concern for the feelings of others.	3	I can consistently take others' perspectives and recognize social cues and norms in different settings.
		2	I can sometimes take others' perspectives, demonstrate empathy and compassion, and show concern for the feelings of others.	2	I can sometimes take others' perspectives and recognize social cues and norms in different settings.
		1	I need help to take others' perspectives, demonstrate empathy and compassion, and show concern for the feelings of others.	1	I need help to take others' perspectives and recognize social cues and norms in different settings.

## Relationship Skills: Initiate And Maintain Healthy And Supportive Relationships

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership and seek or offer help when needed, such as:

- Develop positive relationships
- Get along with people who are similar to and different from me
- Resolve conflicts constructively
- Practice teamwork and collaborative problem-solving

Q1	Q2	Q3		Q4	
		Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships	
		3	I can consistently develop positive relationships and get along with people who are similar to and different from me.	3	I can consistently resolve conflicts constructively and practice teamwork and collaborative problem-solving.
		2	I can sometimes develop positive relationships and get along with people who are similar to and different from me.	2	I can sometimes resolve conflicts constructively and practice teamwork and collaborative problem-solving.
		1	I need help to develop positive relationships and get along with people who are similar to and different from me.	1	I need help to resolve conflicts constructively and practice teamwork and collaborative problem-solving.

## Responsible Decision-Making: Making Caring And Constructive Choices

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social and collective well-being, such as:

- Demonstrate curiosity and open-mindedness when solving a problem
- Identify solutions for personal and social problems
- Evaluate personal and interpersonal impacts
- Make a reasoned judgment after considering the outcomes
- Anticipate and evaluate the consequences of one's actions

Q1		Q2		Q3		Q4	
Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices	
3	I can consistently demonstrate curiosity and open-mindedness when solving a problem.	3	I can consistently identify solutions for personal and social problems and evaluate personal and interpersonal impacts.	3	I can consistently make a reasoned judgment after considering the outcomes.	3	I can consistently identify solutions for personal and social problems and anticipate and evaluate the consequences of one's actions.
2	I can sometimes demonstrate curiosity and open-mindedness when solving a problem.	2	I can sometimes identify solutions for personal and social problems and evaluate personal and interpersonal impacts.	2	I can sometimes make a reasoned judgment after considering the outcomes.	2	I can sometimes identify solutions for personal and social problems and anticipate and evaluate the consequences of one's actions.
1	I need help to demonstrate curiosity and open-mindedness when solving a problem.	1	I need help to identify solutions for personal and social problems and evaluate personal and interpersonal impacts.	1	I need help to make a reasoned judgment after considering the outcomes.	1	I need help to identify solutions for personal and social problems and anticipate and evaluate the consequences of one's actions.