

Student Information		School Information	
Student Name	Student, Sample	School	Way Elementary
Student Id	Student ID	Principal	Adam Scher
Track	Way Elem 14/15	School Phone	248-341-7800
Grade	2	School Address	765 W Long Lake Rd
Teacher	Reed, Mary		Bloomfield Hills, MI 48302

**To the Parent or Guardian of:
Sample Student
1234 Main Street
Home Town, MI 48302**

TERMS

S1E Semester 1 Elementary (9/2 - 1/23)
S2E Semester 2 Elementary (1/26 - 6/16)

Attendance	S1E	S2E		
Days Enrolled	88	91		
Days Absent	4	0		
Days Tardy	0	0		

"W" - Within Grade Level Expectations
"N" - Needs More Practice
"- " - Not Assessed

2nd Gr Development Reed, M	S1E	S2E
Standards		
SELF-MANAGEMENT SKILLS		
Demonstrates self-control.		
Takes responsibility for behavior		
Follows verbal directions		
Follows written directions		
Works independently to complete classroom assignments		
Meets due dates		
Strives for personal best		
Perseveres		
Takes initiative		
Follows school rules		
Demonstrates appropriate listening behavior		
Manages time well		
SOCIAL DEVELOPMENT		
Shows tolerance for others		
Cooperates with others		
Is respectful with adults and peers		
Adapts to new situations		
Demonstrates a conscientious attitude		
Communicates needs		
Solves own problems in social situations		
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
2nd Gr ELA Language Reed, M	S1E	S2E
Standards		
CONVENTIONS OF STANDARD ENGLISH		
Use collective nouns (e.g., group). L.2.1.a		
Form & use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.b		
Use reflexive pronouns (e.g., myself, ourselves). L.2.1.c		

2nd Gr ELA Language Reed, M	S1E	S2E
Standards		
Form & use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.d		
Use adjectives & adverbs, & choose between them depending on what is to be modified. L.2.1.e		
Produce, expand, & rearrange complete simple & compound sentences. L.2.1.f		
Capitalize holidays, product names, & geographic names. L.2.2.a		
Use commas in greetings & closings of letters. L.2.2.b		
Use an apostrophe to form contractions & frequently occurring possessives. L.2.2.c		
Generalize learned spelling patterns when writing words. L.2.2.d		
Consult reference materials, including beginning dictionaries, as needed to check & correct spellings. L.2.2.e		
KNOWLEDGE OF LANGUAGE		
Compare formal & informal uses of English. L.2.3		
VOCABULARY ACQUISITION AND USE		
Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.a		
Determine the meaning of the new word formed when a known prefix is added to a known word. L.2.4.b		
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.2.4.c		
Use knowledge of the meaning of individual words to predict the meaning of compound words. L.2.4.d		
Use glossaries & beginning dictionaries, both print & digital, to determine or clarify the meaning of words & phrases. L.2.4.e		
Identify real-life connections between words & their use. L.2.5.a		
Distinguish shades of meaning among closely related verbs & closely related adjectives. L.2.5.b		
Use words & phrases acquired through conversations, reading & being read to, etc. to describe. L.2.6		
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
2nd Gr ELA Reading Reed, M	S1E	S2E

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2nd Gr ELA Reading	S1E	S2E
Reed, M		
Standards		
FOUNDATIONAL SKILLS (PHONICS, WORD RECOGNITION, FLUENCY):		
Distinguish long & short vowels when reading regularly spelled one-syllable words. RF.2.3.a	<input type="checkbox"/>	<input type="checkbox"/>
Know spelling-sound correspondences for additional common vowel teams. RF.2.3.b	<input type="checkbox"/>	<input type="checkbox"/>
Decode regularly spelled 2-syllable words with long vowels. RF.2.3.c	<input type="checkbox"/>	<input type="checkbox"/>
Decode words with common prefixes & suffixes. RF.2.3.d	<input type="checkbox"/>	<input type="checkbox"/>
Identify words with inconsistent but common spelling-sound correspondences. RF.2.3.e	<input type="checkbox"/>	<input type="checkbox"/>
Recognize & read grade-appropriate irregularly spelled words. RF.2.3.f	<input type="checkbox"/>	<input type="checkbox"/>
Read on-level text with purpose & understanding. RF.2.4.a	<input type="checkbox"/>	<input type="checkbox"/>
Read on-level text orally with accuracy, appropriate rate, & expression on successive readings. RF.2.4.b	<input type="checkbox"/>	<input type="checkbox"/>
Use context to confirm or self-correct word recognition & understanding, rereading as necessary. RF.2.4.c	<input type="checkbox"/>	<input type="checkbox"/>
KEY IDEAS & DETAILS:		
Ask & answer such questions as who, what, etc. to demonstrate understanding of key details in a text. RL.2.1, RI.2.1	<input type="checkbox"/>	<input type="checkbox"/>
Recount stories, including fables & folktales from diverse cultures, & determine the central message, lesson, or moral. RL.2.2	<input type="checkbox"/>	<input type="checkbox"/>
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.2	<input type="checkbox"/>	<input type="checkbox"/>
Describe how characters in a story respond to major events & challenges. RL.2.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe the relationship between a series of historical events, scientific ideas or concepts, etc. RI.2.3	<input type="checkbox"/>	<input type="checkbox"/>
CRAFT & STRUCTURE:		
Describe how words & phrases supply rhythm & meaning in a story, poem, or song. RL.2.4	<input type="checkbox"/>	<input type="checkbox"/>
Determine the meaning of words & phrases in a text relevant to a grade 2 topic or subject area. RI.2.4	<input type="checkbox"/>	<input type="checkbox"/>
Describe the overall structure of a story, including describing how the beg introduces the story, etc. RL.2.5	<input type="checkbox"/>	<input type="checkbox"/>
Know & use various text features to locate key facts or info in a text efficiently. RI.2.5	<input type="checkbox"/>	<input type="checkbox"/>
Acknowledge diff in pts of view of characters, by using a diff voice for each character when reading dialogue aloud. RL.2.6	<input type="checkbox"/>	<input type="checkbox"/>
Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.6	<input type="checkbox"/>	<input type="checkbox"/>
INTEGRATION OF KNOWLEDGE & IDEAS:		
Use info. from the illustrations & words in a print or digital text to demonstrate understanding. RL.2.7	<input type="checkbox"/>	<input type="checkbox"/>
Explain how specific images contribute to & clarify a text. RI.2.7	<input type="checkbox"/>	<input type="checkbox"/>
Describe how reasons support specific points the author makes in a text. RI.2.8	<input type="checkbox"/>	<input type="checkbox"/>
Compare & contrast 2 or more versions of the same story by different authors or from different cultures. RL.2.9	<input type="checkbox"/>	<input type="checkbox"/>
Compare & contrast the most important points presented by 2 texts on the same topic. RI.2.9	<input type="checkbox"/>	<input type="checkbox"/>
RANGE OF READING & LEVEL OF TEXT COMPLEXITY:		
By the end of the year, read & comprehend lit, info text, in grades 2-3 text complexity band proficiently. RL.2.10, RI.2.10	<input type="checkbox"/>	<input type="checkbox"/>

2nd Gr ELA Reading	S1E	S2E
Reed, M		
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
2nd Gr ELA Speaking & Listening	S1E	S2E
Reed, M		
Standards		
COMPREHENSION & COLLABORATION		
Follow agreed-upon rules for discussions. SL.2.1.a	<input type="checkbox"/>	<input type="checkbox"/>
Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.b	<input type="checkbox"/>	<input type="checkbox"/>
Ask for clarification & further explanation as needed about the topics & texts under discussion. SL.2.1.c	<input type="checkbox"/>	<input type="checkbox"/>
Recount or describe key ideas or details from a text read aloud or info. presented orally or through other media. SL.2.2	<input type="checkbox"/>	<input type="checkbox"/>
Ask/answer quest about what a speaker says to clarify comprehension, gather additional info., etc. of a topic or issue. SL.2.3	<input type="checkbox"/>	<input type="checkbox"/>
PRESENTATION OF KNOWLEDGE & IDEAS		
Tell a story or recount an experience with appropriate facts & relevant details, speaking audibly in coherent sentences. SL.2.4	<input type="checkbox"/>	<input type="checkbox"/>
Create audio recordings of stories or poems; add drawings or other visual displays. SL.2.5	<input type="checkbox"/>	<input type="checkbox"/>
Produce complete sentences when appropriate to task & situation in order to provide requested detail or clarification. SL.2.6	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
2nd Gr ELA Writing	S1E	S2E
Reed, M		
Standards		
TEXT TYPES & PURPOSES		
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, etc. W.2.1	<input type="checkbox"/>	<input type="checkbox"/>
Write informative/explanatory texts in which they introduce a topic, use facts & definitions to develop points, etc. W.2.2	<input type="checkbox"/>	<input type="checkbox"/>
Write narratives recounting a well-elaborated event / short sequence of events, include details to describe actions, etc. W.2.3	<input type="checkbox"/>	<input type="checkbox"/>
PRODUCTION & DISTRIBUTION OF WRITING		
With guidance & support from adults & peers, focus on a topic & strengthen writing as needed by revising & editing. W.2.5	<input type="checkbox"/>	<input type="checkbox"/>
With guidance & support, use a variety of digital tools to produce & publish writing. W.2.6	<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH TO BUILD & PRESENT KNOWLEDGE		
Participate in shared research & writing projects. W.2.7	<input type="checkbox"/>	<input type="checkbox"/>
Recall info. from experiences or gather info. from provided sources to answer a question. W.2.8	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
2nd Gr Foreign Language - S1	S1E	S2E
Frost, B		

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2nd Gr Foreign Language - S1	S1E	S2E
Frost, B		
Standards		
SECOND GRADE UNIT 1: GETTING ACQUAINTED IN SPANISH CLASS		
Make basic requests in Spanish. 1.2.N.L.a, 1.2.N.R.a, 1.1.N.SL.b	<input type="checkbox"/>	<input type="checkbox"/>
Greet and take leave in Spanish. 1.1.N.SL.a	<input type="checkbox"/>	<input type="checkbox"/>
Express personal feelings in Spanish. 1.1.N.SL.b	<input type="checkbox"/>	<input type="checkbox"/>
Ask how others are feeling in Spanish. 1.1.N.SL.b	<input type="checkbox"/>	<input type="checkbox"/>
SECOND GRADE UNIT 2: MY SPANISH CLASSROOM		
Name common classroom objects in Spanish. 1.2.N.L.a	<input type="checkbox"/>	<input type="checkbox"/>
Express likes/dislikes about classroom activities in Spanish. 1.2.N.L.b	<input type="checkbox"/>	<input type="checkbox"/>
Recognize common classroom activities in Spanish. 1.1.N.SL.d	<input type="checkbox"/>	<input type="checkbox"/>

Notes
S1E: Semester 1 teacher notes may appear here.

2nd Gr Foreign Language - S2	S1E	S2E
Frost, B		
Standards		
SECOND GRADE UNIT 3: MY FAMILY		
Describe family members in Spanish. 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
Identify extended family members in Spanish. 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
Talk about pets in Spanish. 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
SECOND GRADE UNIT 4: A DELICIOUS BREAKFAST		
Identify common breakfast foods in Spanish. 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
Name traditional breakfast foods from Spanish speaking countries. 2.2.N.F.b	<input type="checkbox"/>	<input type="checkbox"/>
SECOND GRADE UNIT 5: MONTHS AND SEASONS		
Name the months of the year in Spanish. 1.1.N.SL.i	<input type="checkbox"/>	<input type="checkbox"/>
Name the seasons of the year in Spanish. 1.1.N.SL.i	<input type="checkbox"/>	<input type="checkbox"/>
Identify weather typical to months/seasons in Spanish. 1.1.N.SL.b	<input type="checkbox"/>	<input type="checkbox"/>
SECOND GRADE UNIT 6: OCEAN LIFE		
Describe animals found in the ocean in Spanish. 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>
Identify ocean animals in Spanish. 1.3.N.S.b	<input type="checkbox"/>	<input type="checkbox"/>

Notes
S2E: Semester 2 teacher notes may appear here.

2nd Gr Math	S1E	S2E
Reed, M		
Standards		
OPERATIONS & ALGEBRAIC THINKING		
Use addition & subtraction within 100 to solve 1- & 2- step word problems. 2.OA.1	<input type="checkbox"/>	<input type="checkbox"/>
Fluently add & subtract within 20 using mental strats. By end of Grade 2, know all sums of 2 one-digit numbers. 2.OA.2	<input type="checkbox"/>	<input type="checkbox"/>
Determine whether a gp of objects is odd or even; write an eqn expressing evens and odds. 2.OA.3	<input type="checkbox"/>	<input type="checkbox"/>
Use add. to find the total # of objects arranged in rect. arrays; write an eqn as a sum of equal addends. 2.OA.4	<input type="checkbox"/>	<input type="checkbox"/>
NUMBER & OPERATIONS IN BASE TEN		
Understand that 100 can be thought of as a bundle of ten tens-- called a "hundred." 2.NBT.1.a	<input type="checkbox"/>	<input type="checkbox"/>

2nd Gr Math	S1E	S2E
Reed, M		
Standards		
Understand the numbers 100, 200, etc. to one, two, etc. hundreds (& 0 tens & 0 ones). 2.NBT.1.b	<input type="checkbox"/>	<input type="checkbox"/>
Count within 1000; skip-count by 5s, 10s, & 100s. 2.NBT.2	<input type="checkbox"/>	<input type="checkbox"/>
Read & write numbers to 1000 using base-ten numerals, number names, & expanded form. 2.NBT.3	<input type="checkbox"/>	<input type="checkbox"/>
Compare two 3-digit numbers based on meanings of the hundreds, tens, etc. using >, =, & < symbols. 2.NBT.4	<input type="checkbox"/>	<input type="checkbox"/>
Fluently add & subtract within 100 using strategies based on place value, etc. 2.NBT.5	<input type="checkbox"/>	<input type="checkbox"/>
Add up to four 2-digit numbers using strategies based on place value & properties of operations. 2.NBT.6	<input type="checkbox"/>	<input type="checkbox"/>
Add & subtract w/n 1000 using strategies; Understand that in adding or subtracting #s must be composed or decomposed. 2.NBT.7	<input type="checkbox"/>	<input type="checkbox"/>
Mentally add 10 or 100 to a given number 100-900, & mentally subtract 10 or 100 from a given number 100-900. 2.NBT.8	<input type="checkbox"/>	<input type="checkbox"/>
Explain why addition & subtraction strategies work, using place value & the properties of operations. 2.NBT.9	<input type="checkbox"/>	<input type="checkbox"/>

MEASUREMENT & DATA

Measure the length of an object by selecting & using appropriate tools. 2.MD.1	<input type="checkbox"/>	<input type="checkbox"/>
Measure the length of an object twice, describe how the 2 measurements relate to the size of the unit chosen. 2.MD.2	<input type="checkbox"/>	<input type="checkbox"/>
Estimate lengths using units of inches, feet, centimeters, & meters. 2.MD.3	<input type="checkbox"/>	<input type="checkbox"/>
Measure to determine how much longer one object is than another. 2.MD.4	<input type="checkbox"/>	<input type="checkbox"/>
Use addition & subtrac to solve word problems & eqns with a symbol for the unknown number to represent the problem. 2.MD.5	<input type="checkbox"/>	<input type="checkbox"/>
Represent whole numbers as lengths on a number line & represent whole-number sums/diff within 100 on a number line. 2.MD.6	<input type="checkbox"/>	<input type="checkbox"/>
Tell & write time from analog & digital clocks to the nearest five minutes, using a.m. & p.m. 2.MD.7	<input type="checkbox"/>	<input type="checkbox"/>
Solve word problems involving dollar bills, quarters, dimes, nickels, & pennies, using \$ & ¢ symbols appropriately. 2.MD.8	<input type="checkbox"/>	<input type="checkbox"/>
Generate measurement data of several objects to the nearest whole unit. Show the measurements by making a line plot. 2.MD.9	<input type="checkbox"/>	<input type="checkbox"/>
Draw a picture graph & bar graph to represent a data set. Solve simple problems using info presented in a bar graph. 2.MD.10	<input type="checkbox"/>	<input type="checkbox"/>

2nd Gr Math	S1E	S2E
Reed, M		
Standards		
SCIENCE PROCESSES: INQUIRY		
Recognize & draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, & cubes. 2.G.1	<input type="checkbox"/>	<input type="checkbox"/>
Partition a rectangle into rows & columns of same-size squares & count to find the total number of them. 2.G.2	<input type="checkbox"/>	<input type="checkbox"/>
Partition circles & rectangles into equal shares, describe the shares & whole. 2.G.3	<input type="checkbox"/>	<input type="checkbox"/>

Notes
S1E: Semester 1 teacher notes may appear here.
S2E: Semester 2 teacher notes may appear here.

2nd Gr Science	S1E	S2E
Reed, M		
Standards		
SCIENCE PROCESSES: INQUIRY		

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2nd Gr Science	S1E	S2E
Reed, M		
Standards		
Make purposeful observation of the natural world using the appropriate senses. S.IP.02.11	<input type="checkbox"/>	<input type="checkbox"/>
Generate questions based on observations. S.IP.02.12	<input type="checkbox"/>	<input type="checkbox"/>
Plan & conduct simple investigations. S.IP.02.13	<input type="checkbox"/>	<input type="checkbox"/>
Manipulate simple tools that aid observation & data collection. S.IP.02.14	<input type="checkbox"/>	<input type="checkbox"/>
Make accurate measurements with appropriate units for the measurement tool. S.IP.02.15	<input type="checkbox"/>	<input type="checkbox"/>
Construct simple charts & graphs from data & observations. S.IP.02.16	<input type="checkbox"/>	<input type="checkbox"/>
SCIENCE PROCESSES: INQUIRY ANALYSIS & COMMUNICATION		
Share ideas about science through purposeful conversation. S.IA.02.12	<input type="checkbox"/>	<input type="checkbox"/>
Communicate & present findings of observations. S.IA.02.13	<input type="checkbox"/>	<input type="checkbox"/>
Develop strategies & skills for info. gathering & problem solving. S.IA.02.14	<input type="checkbox"/>	<input type="checkbox"/>
SCIENCE PROCESSES: REFLECTION & SOCIAL IMPLICATIONS		
Demonstrate scientific concepts through various illustrations, performances, models, exhibits, & activities. S.RS.02.11	<input type="checkbox"/>	<input type="checkbox"/>
Recognize that when a science investigation is done the way it was done before, similar results are expected. S.RS.02.13	<input type="checkbox"/>	<input type="checkbox"/>
Use evidence when communicating scientific ideas. S.RS.02.15	<input type="checkbox"/>	<input type="checkbox"/>
Identify technology used in everyday life. S.RS.02.16	<input type="checkbox"/>	<input type="checkbox"/>
PHYSICAL SCIENCE: PROPERTIES OF MATTER		
Describe objects & substances according to their properties. P.PM.02.12	<input type="checkbox"/>	<input type="checkbox"/>
Measure the length of objects using rulers (centimeters) & meter sticks (meters). P.PM.02.13	<input type="checkbox"/>	<input type="checkbox"/>
Measure the volume of liquids using common measuring tools (measuring cups, measuring spoons). P.PM.02.14	<input type="checkbox"/>	<input type="checkbox"/>
Compare the weight of objects using balances. P.PM.02.15	<input type="checkbox"/>	<input type="checkbox"/>
Classify objects as single substances (ice, silver, sugar, salt) or mixtures (salt & pepper, mixed dry beans). P.PM.02.41	<input type="checkbox"/>	<input type="checkbox"/>
LIFE SCIENCE: ORGANIZATION OF LIVING THINGS		
Identify the needs of plants. L.OL.02.14	<input type="checkbox"/>	<input type="checkbox"/>
Describe the life cycle of familiar flowering plants including the following stages: seed, plant, flower, & fruit. L.OL.02.22	<input type="checkbox"/>	<input type="checkbox"/>
LIFE SCIENCE: HEREDITY		
Identify characteristics of plants that are passed on from parents to young. L.HE.02.13	<input type="checkbox"/>	<input type="checkbox"/>
EARTH SCIENCE: SOLID EARTH		
Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills). E.SE.02.21	<input type="checkbox"/>	<input type="checkbox"/>
EARTH SCIENCE: FLUID EARTH		
Identify water sources (wells, springs, lakes, rivers, oceans). E.FE.02.11	<input type="checkbox"/>	<input type="checkbox"/>
Identify household uses of water (drinking, cleaning, food preparation). E.FE.02.12	<input type="checkbox"/>	<input type="checkbox"/>
Describe the properties (visible, flowing, melting, dew) of water as a liquid (lakes, rivers, streams, oceans). E.FE.02.13	<input type="checkbox"/>	<input type="checkbox"/>
Describe the properties (hard, visible, freezing, ice) of water as a solid (ice, snow, iceberg, sleet, hail). E.FE.02.14	<input type="checkbox"/>	<input type="checkbox"/>

2nd Gr Science	S1E	S2E
Reed, M		
Standards		
Describe how rain collects on the surface of the Earth & flows downhill into bodies of water or into the ground. E.FE.02.21	<input type="checkbox"/>	<input type="checkbox"/>
Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams). E.FE.02.22	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
2nd Gr Social Studies	S1E	S2E
Reed, M		
Standards		
HISTORY: LIVING & WORKING TOGETHER IN COMMUNITIES		
Demonstrate chronological thinking by distinguishing among years & decades using a timeline of local community events. 2-H2.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Explain why descriptions of the same event in the local community can be different. 2-H2.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Use an example to describe the role of the individual in creating history. 2-H2.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe changes in the local community over time. 2-H2.0.4	<input type="checkbox"/>	<input type="checkbox"/>
Identify a problem in a community's past & describe how it was resolved. 2-H2.0.5	<input type="checkbox"/>	<input type="checkbox"/>
Construct a historical narrative about the history of the local community from a variety of sources. 2-H2.0.6	<input type="checkbox"/>	<input type="checkbox"/>
GEOGRAPHY: THE WORLD IN SPATIAL TERMS		
Construct maps of the local community that contain symbols, labels, etc. denoting human & natural charact. of place. 2-G1.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Use maps to descr spatial organization of local community by applying concepts. 2-G1.0.2	<input type="checkbox"/>	<input type="checkbox"/>
GEOGRAPHY: PLACES & REGIONS		
Compare the physical & human characteristics of the local community with those of another community. 2-G2.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe how the local community is part of a larger region (e.g., county, metropolitan area, state). 2-G2.0.2	<input type="checkbox"/>	<input type="checkbox"/>
GEOGRAPHY: HUMAN SYSTEMS		
Describe land use in the community (e.g., where people live, where services are provided, where products are made). 2-G4.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe the means people create for moving people, goods, & ideas within the local community. 2-G4.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community. 2-G4.0.3	<input type="checkbox"/>	<input type="checkbox"/>
GEOGRAPHY: ENVIRONMENT & SOCIETY		
Suggest ways people can responsibly interact with the environment in the local community. 2-G5.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe positive & negative consequences of changing the physical environment of the community. 2-G5.0.2	<input type="checkbox"/>	<input type="checkbox"/>
CIVICS & GOVERNMENT: PURPOSES OF GOVERNMENT		
Explain why people form governments. 2-C1.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Distinguish between government action & private action. 2-C1.0.2	<input type="checkbox"/>	<input type="checkbox"/>
CIVICS & GOVERNMENT: VALUES & PRINCIPLES OF AMERICAN DEMOCRACY		

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2nd Gr Social Studies	S1E	S2E
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Standards		
Explain how local governments balance individual rights with the common good to solve local community problems. 2-C2.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe how the Pledge of Allegiance reflects the core democratic value of patriotism. 2-C2.0.2	<input type="checkbox"/>	<input type="checkbox"/>
CIVICS & GOVERNMENT: STRUCTURES & FUNCTIONS OF GOVERNMENT		
Give examples of how local governments make, enforce, & interpret laws (ordinances) in the local community. 2-C3.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Use examples to describe how local government affects the lives of its citizens. 2-C3.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks). 2-C3.0.3	<input type="checkbox"/>	<input type="checkbox"/>
CIVICS & GOVERNMENT: ROLES OF THE CITIZENS IN AMERICAN DEMOCRACY		
Identify ways citizens participate in community decisions. 2-C5.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Distinguish between personal & civic responsibilities & explain why they are important in community life. 2-C5.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Design & participate in community improvement projects that help or inform others. 2-C5.0.3	<input type="checkbox"/>	<input type="checkbox"/>
ECONOMICS: MARKET ECONOMY		
Identify the opportunity cost involved in a consumer decision. 2-E1.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Identify businesses in the local community. 2-E1.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Describe how businesses in the local community meet economic wants of consumers. 2-E1.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe the natural, human, & capital resources needed for production of a good or service in a community. 2-E1.0.4	<input type="checkbox"/>	<input type="checkbox"/>
Use ex to show that people cannot produce everything they want & depend on trade with others to meet their wants. 2-E1.0.5	<input type="checkbox"/>	<input type="checkbox"/>
PUBLIC DISCOURSE, DECISION MAKING, & CITIZEN INVOLVEMENT: IDENTIFYING & ANALYZING PUBLIC ISSUES		
Identify public issues in the local community that influence the daily lives of its citizens. 2-P3.1.1	<input type="checkbox"/>	<input type="checkbox"/>
Use graphic data & other sources to analyze info. about a public issue & evaluate alternative resolutions. 2-P3.1.2	<input type="checkbox"/>	<input type="checkbox"/>
Give ex of how conflicts over core dem values lead people to differ on resolutions to a public policy issue. 2-P3.1.3	<input type="checkbox"/>	<input type="checkbox"/>
PUBLIC DISCOURSE, DECISION MAKING, & CITIZEN INVOLVEMENT: PERSUASIVE COMMUNICATION ABOUT A PUBLIC ISSUE		
Compose a statement expressing a position on a public policy issue & justify the position. 2-P3.3.1	<input type="checkbox"/>	<input type="checkbox"/>
PUBLIC DISCOURSE, DECISION MAKING, & CITIZEN INVOLVEMENT: CITIZEN INVOLVEMENT		
Develop & implement an action plan to inform others about a public issue. 2-P4.2.1	<input type="checkbox"/>	<input type="checkbox"/>
Participate in projects to help or inform others. 2-P4.2.2	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		

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