



GRADING BENCHMARKS - SECOND GRADE

[Reading Readiness](#)

[Writing](#)

[Listening and Speaking](#)

[Math](#)

[Science](#)

[Social Studies](#)

[Art](#)

[Music](#)



READING READINESS

1. Reads at grade level.

Trimester	1	2	3	4
1st	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H or I.	Student has achieved reading success at Level J or K.	Student has achieved reading success at Level L or above.
2nd	Student has achieved reading success at Level I or below.	Student has achieved reading success at Level J or K.	Student has achieved reading success at Level L.	Student has achieved reading success at Level M or above.
3rd	Student has achieved reading success at Level J or below.	Student has achieved reading success at Level K or L.	Student has achieved reading success at Level M.	Student has achieved reading success at Level N or above.

Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).



2. Uses various strategies to decode text (pictures, context, phonics).				
Trimester	1	2	3	4
ALL	Student is unable or rarely able to use phonic skills, picture clues, and context clues to figure out unknown words.	Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words.	Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words.	Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words in higher level text.
3. Reads with comprehension: Literal (main idea, details, character, setting, retells accurately). → Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.				
Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> • Student rarely demonstrates literal understanding of stories and informational texts. • Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. • Student does not use target comprehension skills. • Student has achieved comprehension success at Level G or below. 	<ul style="list-style-type: none"> • Student sometimes demonstrates some literal understanding of stories and informational texts. • Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. • Student has achieved comprehension success at Level H or I. 	<ul style="list-style-type: none"> • Student consistently demonstrates a literal understanding of stories and informational texts. • Retellings and responses demonstrate an adequate understanding of the text and partial application of learned comprehension skills. • Student has achieved comprehension success at Level J or K. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently demonstrates a strong literal understanding of texts. • Retellings and responses demonstrate an adequate literal understanding of the text and application of above-level comprehension skills. • Student has achieved comprehension success at Level L or above.
2nd	<ul style="list-style-type: none"> • Student rarely demonstrates literal understanding of stories and informational texts. • Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. • Student does not use target comprehension skills. • Student has achieved comprehension success at Level I or below. 	<ul style="list-style-type: none"> • Student sometimes demonstrates literal understanding of stories and informational texts. • Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. • Student has achieved comprehension success at Level J or K. 	<ul style="list-style-type: none"> • Student usually demonstrates a literal understanding of stories and informational texts. • Retellings and responses demonstrate an adequate understanding of the text and application of learned comprehension skills. • Student has achieved comprehension success at Level L. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently demonstrates a strong literal understanding of texts. • Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills. • Student has achieved comprehension success at Level M or above.



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<p>3rd</p>	<ul style="list-style-type: none"> • Student rarely demonstrates literal understanding of stories and informational texts. • Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. • Student does not use target comprehension skills. • Student has achieved comprehension success at Level J or below. 	<ul style="list-style-type: none"> • Student sometimes demonstrates literal understanding of stories and informational texts. • Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. • Student has achieved comprehension success at Level K. 	<ul style="list-style-type: none"> • Student adequately demonstrates a literal understanding of stories and informational texts. • Retellings and responses demonstrate an adequate understanding of the text and application of learned comprehension skills. • Student has achieved comprehension success at Level M. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student proficiently demonstrates a strong literal understanding of texts. • Retellings and responses demonstrate an adequate literal understanding of the text and application of above-level comprehension skills. • Student has achieved comprehension success at Level N or above.
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Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).

4. Reads with comprehension: Inferential (inferences, predictions, conclusions).

Trimester	1	2	3	4
<p>1st</p>	<ul style="list-style-type: none"> • Student notices few details in pictures and text. • Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level G or below. 	<ul style="list-style-type: none"> • Student inconsistently notices some clues in pictures and text. • Student sometimes extends thinking to describe a few clues. • Student demonstrates a limited inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level H or I. 	<ul style="list-style-type: none"> • Student usually notices clues in pictures and text. • Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text. • Student demonstrates an adequate inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level J or K. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently notices and analyzes clues in pictures and text. • Student extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's purpose. • Student demonstrates an insightful inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level L or above.
<p>2nd</p>	<ul style="list-style-type: none"> • Student notices few details in pictures and text. • Student does not extend thinking or demonstrate inferential 	<ul style="list-style-type: none"> • Student inconsistently notices some clues in pictures and text. • Student sometimes extends thinking to describe a few clues. 	<ul style="list-style-type: none"> • Student usually notices clues in pictures and text. • Student consistently extends thinking by describing characters, 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently notices and analyzes clues in pictures and text. • Student consistently extends



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	<p>understanding of informational and imaginative texts.</p> <ul style="list-style-type: none"> • Student has achieved comprehension success at Level I or below. 	<ul style="list-style-type: none"> • Student demonstrates a limited inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level J or K. 	<p>events, and ideas beyond what is stated and shown in the text.</p> <ul style="list-style-type: none"> • Student demonstrates an adequate inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level L. 	<p>thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author’s purpose.</p> <ul style="list-style-type: none"> • Student demonstrates an insightful inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level M or above.
3rd	<ul style="list-style-type: none"> • Student notices few details in pictures and text; does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level J or below. 	<ul style="list-style-type: none"> • Student inconsistently notices some clues in pictures and text; sometimes extends thinking to describe a few clues; demonstrates a limited inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level K. 	<ul style="list-style-type: none"> • Student consistently notices clues in pictures and text; extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text; demonstrates an inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level M. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently analyzes clues in pictures and text; extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author’s purpose; demonstrates an insightful inferential understanding of informational and imaginative texts. • Student has achieved comprehension success at Level N or above.

Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).

5. Reads with fluency (expression, phrasing, rate, accuracy).
 → ***Demonstrates the ability to read accurately at an appropriate pace with expression.***

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student does not demonstrate fluency when reading target high-frequency and decodable words. • Lack of fluent reading is evident during independent reading of texts. • Reading of texts is very choppy and 	<ul style="list-style-type: none"> • Student reads some target high-frequency and decodable words accurately. • Student may read words very quickly and inaccurately or very slowly and inaccurately. • Reading is somewhat fluent when 	<ul style="list-style-type: none"> • Student consistently reads target high-frequency and decodable words accurately and with appropriate pacing. • Student uses and recognizes word patterns when reading words fluently. 	<ul style="list-style-type: none"> • Student consistently reads above-level, high-frequency and decodable words accurately and with appropriate pacing. • Student demonstrates fluent reading of above-level texts when reading independently.



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slow. • Student does not attend to spaces between words or to ending punctuation.	independently reading texts. • Student reads leveled texts either too slowly or too quickly. • Reading is choppy some of the time. • Student does not consistently attend to ending punctuation. • Student uses very little or no expression.	<ul style="list-style-type: none"> • Student demonstrates fluent reading of on level texts. • Student reads accurately. • Student pauses briefly between words. • Student attends to ending punctuation. • Student uses expression matched to meaning and punctuation. 	<ul style="list-style-type: none"> • Student attends to internal and ending punctuation. • Reading is fluid and accurate. • Student uses phrasing to group words that go together. • Expression is matched to the mood, character's feelings, or actions in the text.
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6. Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina for 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 25 minutes.
2nd	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina for 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for 30 minutes.
3rd	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina for 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for more than 35 minutes.



WRITING

1. Generates ideas.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student does not generate ideas. • Student does not use pre-writing strategies taught in units of study. 	<ul style="list-style-type: none"> • Student generates a few ideas from experience. • Student uses 1-2 pre-writing strategies taught in units of study. 	<ul style="list-style-type: none"> • Student generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination. • Student uses at least 3 pre-writing strategies taught in units of study to identify and narrow topics and to plan parts of the writing (lists, webs, and organizers). 	<ul style="list-style-type: none"> • Student generates and tries out ideas from experience, stories read, informational text, or imagination. • Student uses more than 3 pre-writing strategies taught in units of study to narrow a topic and to thoroughly plan writing.

2. Develops ideas in an organized manner (beginning, middle, end).

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Most of the student's ideas are not relevant to the topic. • There is a beginning with one or two unrelated details. • Student uses few basic text features. 	<ul style="list-style-type: none"> • Student's writing is partially organized with some ideas relevant to the topic. • There is a beginning and end with a few details. • Student uses some simple text features. 	<ul style="list-style-type: none"> • Student's writing is organized; most ideas are relevant to the topic. • There is a clear beginning, middle, and end with related details in each part. • Student uses target text features (title, pictures, captions, author, page numbers). 	<ul style="list-style-type: none"> • Student's writing is organized with relevant ideas that support the topic and purpose. • There is a well-developed beginning, middle, and end with many relevant details. • Student uses above-level text features. • Student produces a variety of sentence types (declarative, interrogative, imperative, and exclamatory) and structures (simple, compound, complex).



3. Demonstrates stamina during independent writing time.				
Trimester	1	2	3	4
1st	Student is unable or rarely able to write independently for 20 minutes.	Student is approaching independent writing stamina of 20 minutes.	Student consistently writes independently for 20 minutes.	Student consistently writes independently for more than 20 minutes.
2nd	Student is unable or rarely able to write independently for 25 minutes.	Student is approaching independent writing stamina of 25 minutes.	Student consistently writes independently for 25 minutes.	Student consistently writes independently for more than 25 minutes.
3rd	Student is unable or rarely able to write independently for 30 minutes.	Student is approaching independent writing stamina of 30 minutes.	Student consistently writes independently for 30 minutes.	Student consistently writes independently for more than 30 minutes.
4. Uses capitalization and punctuation appropriately.				
Trimester	1	2	3	4
1st	Student does not or rarely applies grade-level mechanics of capitalization and punctuation, including: <ul style="list-style-type: none"> • Proper names, months when writing dates, days of the week, holidays, words in a title, "I." • Question marks, periods, exclamation points. • Commas to separate day from year in dates. 	Student is beginning to apply grade-level mechanics of capitalization and punctuation, including: <ul style="list-style-type: none"> • Proper names, months when writing dates, days of the week, holidays, words in a title, "I." • Question marks, periods, exclamation points. • Commas to separate day from year in dates. 	Student usually applies grade-level mechanics of capitalization and punctuation, including: <ul style="list-style-type: none"> • Proper names, months when writing dates, days of the week, holidays, words in a title, "I." • Question marks, periods, exclamation points. • Commas to separate day from year in dates. 	Student consistently applies above-grade-level mechanics of capitalization and punctuation.
2nd	Student does not or rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus: <ul style="list-style-type: none"> • Commas when listing. 	Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus: <ul style="list-style-type: none"> • Commas when listing. 	Student usually applies grade-level mechanics of capitalization and punctuation as listed in the 1st Trimester, plus: <ul style="list-style-type: none"> • Commas when listing and in greetings and closings of 	Student consistently applies above-grade-level mechanics of capitalization and punctuation.



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			letters.	
3rd	Student rarely applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus: <ul style="list-style-type: none"> • Apostrophe in contractions. 	Student is beginning to apply grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus: <ul style="list-style-type: none"> • Apostrophe in contractions. 	Student applies grade-level mechanics of capitalization and punctuation as listed in the 1st and 2nd Trimester, plus: <ul style="list-style-type: none"> • Apostrophe in contractions and frequently occurring possessives. 	Student consistently applies above-grade-level mechanics of capitalization and punctuation.
5. Applies conventions of grammar and usage.				
Trimester	1	2	3	4
1st	Student does not or rarely applies grade-level grammar and usage, including: <ul style="list-style-type: none"> • Complete simple sentences. • Collective nouns to describe groups. 	Student often applies grade-level grammar and usage, including: <ul style="list-style-type: none"> • Complete simple sentences. • Collective nouns to describe groups. 	Student consistently applies grade-level grammar and usage, including: <ul style="list-style-type: none"> • Complete simple sentences. • Collective nouns to describe groups. 	Student consistently applies above-grade-level conventions of grammar and usage.
2nd	Student does not or rarely applies grade-level grammar and usage as listed in the 1st Trimester, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns. 	Student often applies grade-level grammar and usage as listed in the 1st Trimester, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns. 	Student consistently applies grade-level grammar and usage as listed in the 1st Trimester, plus: <ul style="list-style-type: none"> • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns. 	Student consistently applies above-grade-level conventions of grammar and usage.
3rd	Student does not or rarely applies grade-level grammar and usage as listed in the 1st and 2nd Trimesters, plus: <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. • Past-tense irregular verbs. 	Student often applies grade-level grammar and usage as listed in the 1st and 2nd Trimesters, plus: <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. • Past-tense irregular verbs. 	Student consistently applies grade-level grammar and usage as listed in the 1st and 2nd Trimesters, plus: <ul style="list-style-type: none"> • Frequently occurring, irregular plural nouns to describe multiple things. • Past-tense irregular verbs. 	Student consistently applies above-grade-level conventions of grammar and usage.



6. Learns and applies spelling patterns.

Trimester	1	2	3	4
ALL	Student does not use or rarely edits spelling of grade-level decodable and high-frequency words and the most common graphemes for each phoneme.	Student sometimes uses and edits spelling of grade-level decodable and high-frequency words and the most common graphemes for each phoneme.	Student consistently uses and edits spelling of many grade-level decodable and high-frequency words and the most common graphemes for each phoneme.	Student consistently uses and edits spelling of grade-level and above-grade-level decodable and high-frequency words and graphemes for each phoneme.

7. Applies revision and editing strategies.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student does not read or revise his/her own writing. • Student does not reread his/her writing to edit for capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> • Student sometimes rereads and revises some of his/her own writing with a teacher or partner. • Student adds or deletes a few words. • Student sometimes rereads and attempts to edit for capitalization and punctuation with a partner or teacher. • Student sometimes rereads with a partner or teacher to check and correct spelling. 	<ul style="list-style-type: none"> • Student rereads his/her writing to self, teacher, and writing partner. • Student revises to make writing look and sound better by adding, deleting, and changing some words and details. • Student rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation. • Student attempts to edit independently by consulting reference materials to check and correct spelling. 	<ul style="list-style-type: none"> • Student consistently rereads and revises his/her own writing independently and with partners. • Student revises to make writing look and sound better by adding, deleting, rearranging, and moving words and sentences. • Student consistently rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation. • Student consistently attempts to edit independently by consulting reference materials to check and correct spelling.

8. Applies handwriting skills to write legibly.

Trimester	1	2	3	4
ALL	Student does not write legibly.	Student rarely writes legibly.	Student usually writes legibly.	Student consistently writes legibly.



LISTENING AND SPEAKING

1. Expresses ideas clearly and effectively.

Trimester	1	2	3	4
ALL	Student rarely expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student occasionally expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student consistently expresses ideas and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	<ul style="list-style-type: none"> • Student consistently uses and extends grade-appropriate academic vocabulary. • Student consistently uses grade-appropriate conventions of standard English grammar and usage. • Student consistently makes effective choices about language and sentence structure for meaning and style.

2. Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is rarely able to retell key ideas presented orally or through media. • Student rarely asks/answers questions about information presented orally or visually in order to deepen understanding. 	<ul style="list-style-type: none"> • Student is occasionally able to retell key ideas presented orally or through media. • Student occasionally asks/answers questions about information presented orally or visually in order to deepen understanding. 	<ul style="list-style-type: none"> • Student is consistently able to retell key ideas presented orally or through media. • Student consistently asks/answers questions about information presented orally or visually in order to deepen understanding. 	<ul style="list-style-type: none"> • Student consistently reports and extends on a topic. • Student consistently recounts stories or experiences with appropriate facts and descriptive details. • Student consistently asks/answers questions about presentations, offering appropriate details.

3. Participates in group discussions actively and appropriately.

Trimester	1	2	3	4
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<p>ALL</p>	<ul style="list-style-type: none"> • Student rarely engages in group discussions. • Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student rarely asks for clarification and further explanation as needed. • Student rarely extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student occasionally engages in group discussions. • Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student occasionally asks for clarification and further explanation as needed. • Student occasionally extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student consistently engages in group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • Student consistently engages in and extends group discussions. • Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others. • Student consistently asks for clarification and further explanation as needed. • Student consistently extends his/her ideas and understanding in light of the discussion. • Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.
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MATH

1. Understands and applies mathematical concepts.

Trimester	1	2	3	4
<p>1st</p>	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> • Student does not count sets of up to 100 objects. • Student cannot identify and see patterns in number sequence to count, read, and write numbers to 100 and beyond. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student is not fluent with addition and subtraction within 20. 	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> • Student sometimes counts sets of up to 100 objects. • Student sometimes identifies and sees patterns in number sequence to count, read, and write numbers to 100 and beyond. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student is somewhat fluent with addition and subtraction within 20. 	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> • Student counts sets of up to 100 objects. • Student consistently identifies and sees patterns in number sequence to count, read, and write numbers to 100 and beyond. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student is fluent with addition and subtraction within 20. 	<p><u>Counting Sequence:</u></p> <ul style="list-style-type: none"> • Student counts beyond 100 objects. • Student consistently and independently identifies and sees patterns in number sequence to count, read, and write numbers to 100 and beyond. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> • Student is fluent with addition



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	<ul style="list-style-type: none"> • Student does not understand and does not use known combinations to add several numbers in any order. • Student is not able to solve a comparison story with the difference unknown. <p><u>Counting Money:</u> Student is unable or rarely able to identify the value of a group of dimes, nickels, and pennies and cannot count combinations of coins.</p> <p><u>Geometry (2-D/3-D Shapes):</u> Student does not use language to define attributes of 2-D and 3-D shapes (numbers and shapes of faces, number and length of sides, number of vertices) and does not draw shapes with those attributes.</p> <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student does not or rarely recognizes that halves, thirds, fourths of the same whole can look different. • Student does not or rarely partitions 2-D shapes into halves, thirds and fourths and name the regions. 	<ul style="list-style-type: none"> • Student somewhat understands and uses known combinations to add several numbers in any order. • Student can somewhat solve a comparison story with the difference unknown. <p><u>Counting Money:</u> Student sometimes identifies the value of a group of dimes, nickels, and pennies and counts combinations of coins.</p> <p><u>Geometry (2-D/3-D Shapes):</u> Student somewhat uses language to define attributes of 2-D and 3-D shapes (numbers and shapes of faces, number and length of sides, number of vertices) and draws shapes with those attributes.</p> <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student sometimes recognizes that halves, thirds, fourths of the same whole can look different. • Student sometimes partitions 2-D shapes into halves, thirds and fourths and names the regions. 	<ul style="list-style-type: none"> • Student understands and uses known combinations to add several numbers in any order. • Student can consistently solve a comparison story with the difference unknown. <p><u>Counting Money:</u> Student identifies the value of a group of dimes, nickels, and pennies and counts combinations of coins.</p> <p><u>Geometry (2-D/3-D Shapes):</u> Student consistently uses language to define attributes of 2-D and 3-D shapes (numbers and shapes of faces, number and length of sides, number of vertices) and draws shapes with those attributes.</p> <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student consistently recognizes that halves, thirds, fourths of the same whole can look different. • Student consistently partitions 2-D shapes into halves, thirds and fourths and names the regions. 	<p>and subtraction beyond 20 and applies this understanding to all other problems.</p> <ul style="list-style-type: none"> • Student uses known combinations to add more than 2 numbers in any order and can elaborate on an explanation for these combinations. • Student can consistently and independently solve a comparison story with the difference unknown and can explain their reasoning. <p><u>Counting Money:</u> Student consistently and independently identifies the value of a group of dimes, nickels, and pennies and counts combinations of coins.</p> <p><u>Geometry (2-D/3-D Shapes):</u> Student consistently and independently uses language to name and describe 2-D shapes and compares defining attributes of 3-D shapes and their 2-D faces.</p> <p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student consistently and independently recognizes that halves, thirds, fourths of the same whole can look different. • Student consistently and independently partitions 2-D shapes into halves, thirds and fourths and names the regions.
2nd	<p><u>Using Addition and Subtraction Strategies:</u> Student does not use or rarely uses manipulatives, pictures,</p>	<p><u>Using Addition and Subtraction Strategies:</u> Student sometimes uses manipulatives, pictures, and/or</p>	<p><u>Using Addition and Subtraction Strategies:</u> Student consistently uses manipulatives, pictures,</p>	<p><u>Using Addition and Subtraction Strategies:</u> Student consistently and independently uses</p>



Paramus Public School District

	<p>and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none">• Student does not understand or rarely understands that 130 can be seen as thirteen tens, and as 130 ones.• Student rarely understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds. <p><u>Modeling with Data:</u></p> <ul style="list-style-type: none">• Student is unable or rarely able to organize a set of data into up to four categories.• Student is unable to or rarely can create, describe, and interpret a variety of data representations, including picture graphs and bar graphs.• Student does not or rarely can order, represent, and describe a set of numerical data.• Student can sometimes create a survey question & show where its solution can be found through its collection of data. <p><u>Counting Money:</u> Student is unable to or can rarely show 2-digit numbers with dimes/pennies, add dimes to a number, calculate coins and then solve</p>	<p>number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none">• Student sometimes understands that 130 can be seen as thirteen tens and as 100 ones.• Student sometimes understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds. <p><u>Modeling with Data:</u></p> <ul style="list-style-type: none">• Student sometimes can organize a set of data into up to four categories.• Student can somewhat create, describe, and interpret a variety of data representations, including picture graphs and bar graphs.• Student can somewhat order, represent, and describe a set of numerical data.• Student can sometimes create a survey question & show where its solution can be found through its collection of data. <p><u>Counting Money:</u> Student can sometimes show 2-digit numbers with dimes/pennies, add dimes to a number, calculate coins and then solve for how far from \$1.00, shop to spend a dollar and show all the many ways that a number could be made with coins.</p>	<p>and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none">• Student consistently understands that 130 can be seen as thirteen tens, and as 130 ones.• Student consistently understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds. <p><u>Modeling with Data:</u></p> <ul style="list-style-type: none">• Student can consistently organize a set of data into up to four categories.• Student can consistently create, describe, and interpret a variety of data representations, including picture graphs and bar graphs.• Student can consistently order, represent, and describe a set of numerical data.• Student can consistently create a survey question & show where its solution can be found through collection of data. <p><u>Counting Money:</u> Student can consistently show 2-digit numbers with dimes/pennies, add dimes to a number, calculate coins and then solve for how far from \$1.00, shop to spend a dollar and show all the many ways that a number could</p>	<p>manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none">• Student consistently and independently understands that 100 can be seen one hundred, as ten tens, and as 100 ones.• Student consistently and independently understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds. <p><u>Modeling with Data:</u></p> <ul style="list-style-type: none">• Student can consistently and independently organize a set of data into up to four categories.• Student can consistently and independently create, describe, and interpret a variety of data representations, including picture graphs and bar graphs.• Student can consistently and independently order, represent, and describe a set of numerical data.• Student can consistently and independently create a survey question & show where its solution can be found through collection of data. <p><u>Counting Money:</u> Student can consistently and independently show 2-</p>
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Paramus Public School District

	for how far from \$1.00, shop to spend a dollar and show all the many ways that a number could be made with coins.		be made with coins.	digit numbers with dimes/pennies, add dimes to a number, calculate coins and then solve for how far from \$1.00, shop to spend a dollar and show all the many ways that a number could be made with coins.
3rd	<p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student is unable to understand that 3-digit numbers represent amounts of hundreds, tens, and ones. • Student is unable to read, write, count and compare numbers to 1,000. <p><u>Addition/Subtraction:</u></p> <ul style="list-style-type: none"> • Student is unable to or can rarely add/subtract 10 or 100 to/ from numbers within 1,000. • Student is unable to or can rarely utilize strategies to add numbers within 100. • Student is unable to or can rarely utilize strategies to subtract 2-digit numbers. <p><u>Counting:</u> Student is unable to or can rarely count by 5s, 10s, and 100s within 1,000.</p> <p><u>Measurement & Data:</u></p> <ul style="list-style-type: none"> • Student is unable to or can rarely recognize that, when measuring the same length, larger units yield smaller counts (and vice versa). • Student is unable to or can 	<p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student sometimes understands that 3-digit numbers represent amounts of hundreds, tens, and ones. • Student can sometimes read, write, count and compare numbers to 1,000. <p><u>Addition/Subtraction:</u></p> <ul style="list-style-type: none"> • Student can sometimes add/subtract 10 or 100 to/ from numbers within 1,000. • Student can sometimes utilize strategies to add numbers within 100. • Student can sometimes utilize strategies to subtract 2-digit numbers. <p><u>Counting:</u> Student can sometimes count by 5s, 10s, and 100s within 1,000.</p> <p><u>Measurement & Data:</u></p> <ul style="list-style-type: none"> • Student can sometimes recognize that, when measuring the same length, larger units yield smaller counts (and vice versa). 	<p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student consistently understands that 3-digit numbers represent amounts of hundreds, tens, and ones. • Student can consistently read, write, count and compare numbers to 1,000. <p><u>Addition/Subtraction:</u></p> <ul style="list-style-type: none"> • Student can consistently add/subtract 10 or 100 to/ from numbers within 1,000. • Student can consistently utilize strategies to add numbers within 100. • Student can consistently utilize strategies to subtract 2-digit numbers. <p><u>Counting:</u> Student can consistently count by 5s, 10s, and 100s within 1,000.</p> <p><u>Measurement & Data:</u></p> <ul style="list-style-type: none"> • Student can consistently recognize that, when measuring the same length, larger units yield smaller counts (and vice versa). • Student can consistently estimate 	<p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student consistently and independently understands that 3-digit numbers represent amounts of hundreds, tens, and ones. • Student can consistently and independently read, write, count and compare numbers to 1,000. <p><u>Addition/Subtraction:</u></p> <ul style="list-style-type: none"> • Student can consistently and independently add/subtract 10 or 100 to/from numbers within 1,000. • Student can consistently and independently utilize strategies to add numbers within 100. • Student can consistently and independently utilize strategies to subtract 2-digit numbers. <p><u>Counting:</u> Student can consistently and independently count by 5s, 10s, and 100s within 1,000.</p> <p><u>Measurement & Data:</u></p> <ul style="list-style-type: none"> • Student can consistently and independently recognize that, when measuring the same length, larger



Paramus Public School District

	<p>rarely estimate and measure lengths in inches, feet, centimeters, and meters.</p> <ul style="list-style-type: none"> • Student is unable to or can rarely represent measurement data on a line plot. <p>Equal Groups: Student is unable to or can rarely define even and odd numbers in terms of numbers that can/cannot be organized into groups of two or two equal groups.</p> <p>Writing Equations:</p> <ul style="list-style-type: none"> • Student is unable to or can rarely write an equation to express an even number as a sum of two equal addends. • Student is unable to or can rarely write an addition equation to express the total number of objects in a rectangular array. <p>Time: Student is unable to or can rarely name, notate, and tell time to the nearest 5 minutes using analog and digital formats and associate a.m. and p.m. with time of day.</p>	<ul style="list-style-type: none"> • Student can sometimes estimate and measure lengths in inches, feet, centimeters, and meters. • Student can sometimes represent measurement data on a line plot. <p>Equal Groups: Student can sometimes define even and odd numbers in terms of numbers that can/cannot be organized into groups of two or two equal groups.</p> <p>Writing Equations:</p> <ul style="list-style-type: none"> • Student can sometimes write an equation to express an even number as a sum of two equal addends. • Student can sometimes write an addition equation to express the total number of objects in a rectangular array. <p>Time: Student can sometimes name, notate, and tell time to the nearest 5 minutes using analog and digital formats and associate a.m. and p.m. with time of day.</p>	<p>and measure lengths in inches, feet, centimeters, and meters.</p> <ul style="list-style-type: none"> • Student can consistently represent measurement data on a line plot. <p>Equal Groups: Student can consistently define even and odd numbers in terms of numbers that can/cannot be organized into groups of two or two equal groups.</p> <p>Writing Equations:</p> <ul style="list-style-type: none"> • Student can consistently write an equation to express an even number as a sum of two equal addends. • Student can consistently write an addition equation to express the total number of objects in a rectangular array. <p>Time: Student can consistently name, notate, and tell time to the nearest 5 minutes using analog and digital formats and associate a.m. and p.m. with time of day.</p>	<p>units yield smaller counts (and vice versa).</p> <ul style="list-style-type: none"> • Student can consistently and independently estimate and measure lengths in inches, feet, centimeters, and meters. • Student can consistently and independently represent measurement data on a line plot. <p>Equal Groups: Student can consistently and independently define even and odd numbers in terms of numbers that can/cannot be organized into groups of two or two equal groups.</p> <p>Writing Equations:</p> <ul style="list-style-type: none"> • Student can consistently and independently write an equation to express an even number as a sum of two equal addends. • Student can consistently and independently write an addition equation to express the total number of objects in a rectangular array. <p>Time: Student can consistently and independently name, notate, and tell time to the nearest 5 minutes using analog and digital formats and associate a.m. and p.m. with time of day.</p>
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2. Recalls math facts with accuracy.

Trimester	1	2	3	4
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Paramus Public School District

ALL	Student is unable or rarely able to add and subtract 1-digit numbers up to or from 20.	Student can sometimes add and subtract 1-digit numbers up to or from 20.	Student can consistently add and subtract 1-digit numbers up to or from 20.	Student can consistently add and subtract 1-digit numbers beyond 20.
3. Uses a variety of strategies to solve problems.				
Trimester	1	2	3	4
1st	<p><u>Using Addition and Subtraction Strategies:</u> Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p>	<p><u>Using Addition and Subtraction Strategies:</u> Student sometimes uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p>	<p><u>Using Addition and Subtraction Strategies:</u> Student consistently uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p>	<p><u>Using Addition and Subtraction Strategies:</u> Student consistently solves complex problems independently through a variety of strategies.</p>
2nd	<p><u>Using Addition and Subtraction Strategies:</u> Student is unable or rarely able to use manipulatives, pictures, or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student is unable to rarely able to show understanding that 100 can be seen one hundred, as ten tens, and as 100 ones. • Student is unable to or rarely understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds. 	<p><u>Using Addition and Subtraction Strategies:</u> Student sometimes uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student sometimes understands that 100 can be seen one hundred, as ten tens, and as 100 ones. • Student sometimes understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds. 	<p><u>Using Addition and Subtraction Strategies:</u> Student consistently uses manipulatives, pictures, and/or number sentences to solve put together/take apart story problems with the total unknown, and add to and take from story problems with the result unknown.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student understands that 100 can be seen one hundred, as ten tens, and as 100 ones. • Student understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds. 	<p><u>Using Addition and Subtraction Strategies:</u> Student consistently and independently solves complex problems independently through a variety of strategies.</p> <p><u>Place Value:</u></p> <ul style="list-style-type: none"> • Student consistently and independently understands that 100 can be seen one hundred, as ten tens, and as 100 ones. • Student consistently and independently understands that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds.
3rd	<p><u>2-Step Problems:</u> Student is unable or rarely able to solve a 2-step</p>	<p><u>2-Step Problems:</u> Student can sometimes solve a 2-step story</p>	<p><u>2-Step Problems:</u> Student can consistently solve a 2-step story</p>	<p><u>2-Step Problems:</u> Student can consistently and independently</p>



Paramus Public School District

	<p>story problem that involves finding the difference between a 2-digit number and 100.</p> <p><u>Addition/Subtraction:</u></p> <ul style="list-style-type: none"> • Student is unable to represent and solve addition and subtraction problems with 3-digit numbers. • Student is unable to solve comparison story problems with a bigger unknown • Student is unable to solve a comparison story problem with a smaller unknown. <p><u>Measurement:</u> Student is unable or rarely able to solve comparison and other story problems about lengths.</p> <p><u>Equal Groups:</u> Student is unable to or rarely able to solve problems that involve equal groups.</p>	<p>problem that involves finding the difference between a 2-digit number and 100.</p> <p><u>Addition/Subtraction:</u></p> <ul style="list-style-type: none"> • Student can sometimes represent and solve addition and subtraction problems with 3-digit numbers. • Student can sometimes solve comparison story problems with a bigger unknown. • Student can sometimes solve a comparison story problem with a smaller unknown. <p><u>Measurement:</u> Student can sometimes solve comparison and other story problems about lengths.</p> <p><u>Equal Groups:</u> Student can sometimes solve problems that involve equal groups.</p>	<p>problem that involves finding the difference between a 2-digit number and 100.</p> <p><u>Addition/Subtraction:</u></p> <ul style="list-style-type: none"> • Student can consistently represent and solve addition and subtraction problems with 3-digit numbers. • Student can consistently solve comparison story problems with a bigger unknown. • Student can consistently solve a comparison story problem with a smaller unknown. <p><u>Measurement:</u> Student can consistently solve comparison and other story problems about lengths.</p> <p><u>Equal Groups:</u> Student can consistently solve problems that involve equal groups.</p>	<p>solve a 2-step story problem that involves finding the difference between a 2-digit number and 100.</p> <p><u>Addition/Subtraction:</u></p> <ul style="list-style-type: none"> • Student can consistently and independently represent and solve addition and subtraction problems with 3-digit numbers. • Student can consistently and independently solve comparison story problems with a bigger unknown. • Student can consistently and independently solve a comparison story problem with a smaller unknown. <p><u>Measurement:</u> Student can consistently and independently solve comparison and other story problems about lengths.</p> <p><u>Equal Groups:</u> Student can consistently and independently solve problems that involve equal groups.</p>
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4. Computes accurately.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer.	Student sometimes identifies appropriate operations and mathematically computes the correct answer.	Student consistently identifies appropriate operations and mathematically computes the correct answer.	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or other mathematical concepts.



5. Clearly expresses mathematical thinking in written and oral form.				
Trimester	1	2	3	4
ALL	Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.	Student sometimes, but not consistently, communicates mathematical thinking using accurate vocabulary.	Student often communicates mathematical thinking using accurate vocabulary.	<ul style="list-style-type: none"> • Student communicates all mathematical thinking precisely and with accurate vocabulary. • Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.

SCIENCE

Demonstrates understanding of concepts. EARTH SCIENCE: Properties of Matter and Changes to Matter

Trimester	1	2	3	4
1st	Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: <ul style="list-style-type: none"> • States & Properties of Matter. • The effects of heating and cooling of matter. • Using matter for an intended purpose. • Matter can be arranged in different ways. • Mixing matter. 	Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: <ul style="list-style-type: none"> • States & Properties of Matter. • The effects of heating and cooling of matter. • Using matter for an intended purpose. • Matter can be arranged in different ways. • Mixing matter. 	Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: <ul style="list-style-type: none"> • States & Properties of Matter. • The effects of heating and cooling of matter. • Using matter for an intended purpose. • Matter can be arranged in different ways. • Mixing matter. 	Student consistently and independently extends understanding through application.



Paramus Public School District

Demonstrates understanding of concepts.				
PHYSICAL SCIENCE: Earth's Surface & Earth's Surface Changes				
Trimester	1	2	3	4
2nd	<p>Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • Landforms are Earth. • Locating Earth's oceans and fresh water. • Slow and quick changes to the Earth's surface. • Causes and ways to prevent changes. 	<p>Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • Landforms are Earth. • Locating Earth's oceans and fresh water. • Slow and quick changes to the Earth's surface. • Causes and ways to prevent changes. 	<p>Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • Landforms are Earth. • Locating Earth's oceans and fresh water. • Slow and quick changes to the Earth's surface. • Causes and ways to prevent changes. 	<p>Student consistently and independently extends understanding through application.</p>
Demonstrates understanding of concepts of				
LIFE SCIENCE: Living Things in Habitats and Plants and Their Needs				
Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • Types of habitats • Living things in habitats • Plant and animal dependence • Forests and Grasslands • Oceans and Deserts 	<p>Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • Types of habitats • Living things in habitats • Plant and animal dependence • Forests and Grasslands • Oceans and Deserts 	<p>Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • Types of habitats • Living things in habitats • Plant and animal dependence • Forests and Grasslands • Oceans and Deserts 	<p>Student consistently and independently extends understanding through application.</p>
Applies knowledge to solve scientific investigations.				
Trimester	1	2	3	4



Paramus Public School District

ALL	Student is rarely able to use the three strands to plan and conduct investigations and communicate observations (Crosscutting Concepts and Science and Engineering Practices).	Student is beginning to learn through discovery. Student sometimes is able to use some of the three stands to plan and conduct investigations and communicate observations (Crosscutting Concepts and Science and Engineering Practices).	Student learns through discovery. Student consistently uses the three stands to plan and conduct investigations and communicate observations (Crosscutting Concepts and Science and Engineering Practices).	Student consistently and independently extends scientific understanding by using the three strands.
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SOCIAL STUDIES

Demonstrates understanding of concepts.

1. Unit 1: New Jersey and Map Skills

Trimester	1	2	3	4
1st	<p>Student rarely demonstrates understanding of key concepts of New Jersey and economics, Including:</p> <p><u>New Jersey:</u></p> <ul style="list-style-type: none"> • The four geographic regions of New Jersey. • The geographic features of each region and how they influence the culture, history, and economy of those regions. • The natural resources available and how people use them. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> • Different types of maps are used for different purposes. • The map consists of different features that help a user understand how to read a map. 	<p>Student is beginning to demonstrate understanding of key concepts of New Jersey and economics, including:</p> <p><u>New Jersey:</u></p> <ul style="list-style-type: none"> • The four geographic regions of New Jersey. • The geographic features of each region and how they influence the culture, history, and economy of those regions. • The natural resources available and how people use them. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> • Different types of maps are used for different purposes. • The map consists of different features that help a user understand how to read a map. 	<p>Student demonstrates understanding of key concepts of New Jersey and economics, including:</p> <p><u>New Jersey:</u></p> <ul style="list-style-type: none"> • The four geographic regions of New Jersey. • The geographic features of each region and how they influence the culture, history, and economy of those regions. • The natural resources available and how people use them. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> • Different types of maps are used for different purposes. • The map consists of different features that help a user understand how to read a map. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>



Paramus Public School District

Demonstrates understanding of concepts. 2. Unit 2: United States Regions				
Trimester	1	2	3	4
2nd	<p>Student rarely demonstrates understanding of key concepts of United States regions, including:</p> <ul style="list-style-type: none"> • The five geographic regions of the United States of America. • The geographic features of each region and how they influence the culture, history, and economy of those regions. • The ways resources are used in each region. • How the places people live influence the way they live. • The ways in which different types of maps are used. 	<p>Student is beginning to demonstrate understanding of key concepts of United States regions, including:</p> <ul style="list-style-type: none"> • The five geographic regions of the United States of America. • The geographic features of each region and how they influence the culture, history, and economy of those regions. • The ways resources are used in each region. • How the places people live influence the way they live. • The ways in which different types of maps are used. 	<p>Student demonstrates understanding of key concepts of United States regions, including:</p> <ul style="list-style-type: none"> • The five geographic regions of the United States of America. • The geographic features of each region and how they influence the culture, history, and economy of those regions. • The ways resources are used in each region. • How the places people live influence the way they live. • The ways in which different types of maps are used. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>
Demonstrates understanding of concepts. 3. Unit 3: Government (Local and State)				
Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates understanding of key concepts of government, including:</p> <ul style="list-style-type: none"> • Identifying the purpose of government. • Explaining why we have laws and people to enforce them. • Relating responsibilities and rights. • Distinguishing between fair and unfair laws and practices. • Explaining the structure of our government on local and state 	<p>Student is beginning to demonstrate understanding of key concepts of government, including:</p> <ul style="list-style-type: none"> • Identifying the purpose of government. • Explaining why we have laws and people to enforce them. • Relating responsibilities and Rights. • Distinguishing between fair and unfair laws and practices. • Explaining the structure of our 	<p>Student demonstrates understanding of key concepts of government, including:</p> <ul style="list-style-type: none"> • Identifying the purpose of government. • Explaining why we have laws and people to enforce them. • Relating responsibilities and Rights • Distinguishing between fair and unfair laws and practices. • Explaining the structure of our 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>



	<p>levels.</p> <ul style="list-style-type: none"> Identifying how certain individuals worked to change unfair laws. 	<p>government on local and state levels.</p> <ul style="list-style-type: none"> Identifying how certain individuals worked to change unfair laws. 	<p>government on local and state levels.</p> <ul style="list-style-type: none"> Identifying how certain individuals worked to change unfair laws. 	
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ART

1. Demonstrates understanding of skills and concepts.

Trimester	1	2	3	4
ALL	<p><u>Elements and Principles of Art:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> Student is unable to create 2- and 3-dimensional works of art using the basic elements/principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, pattern, and value, as well as tints and shades. <p><u>Art History/Art Appreciation:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> Student rarely identifies and distinguishes differences between basic characteristics of artists and movements. Student rarely identifies characteristics of artwork based on themes of family and community from diverse cultures. Student rarely identifies and applies visual art vocabulary correctly while describing 	<p><u>Elements and Principles of Art:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> Student is developing the skills needed to create 2- and 3-dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, pattern, and value, as well as tints and shades. <p><u>Art History/Art Appreciation:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> Student is beginning to identify and distinguish differences between basic characteristics of artists and movements. Student is beginning to identify characteristics of artwork based on themes of family and community from diverse cultures. Student is beginning to identify and apply visual art vocabulary correctly while describing artwork 	<p><u>Elements and Principles of Art:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> Student is able to create 2- and 3- dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, pattern, and value, as well as tints and shades. <p><u>Art History/Art Appreciation:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> Student identifies and distinguishes differences between basic characteristics of artists and movements. Student identifies characteristics of artwork based on themes of family and community from diverse cultures. Student identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, 	<p><u>Elements and Principles of Art:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> Student creates 2- and 3-dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, pattern, and value, as well as tints and shades. <p><u>Art History/Art Appreciation:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> Student consistently identifies and distinguishes differences between basic characteristics of artists and movements. Student consistently identifies characteristics of artwork based on themes of family and community from diverse Student consistently identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait,



Paramus Public School District

	<p>artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional, collage, overlapping, hatching, stippling, and monochromatic.</p> <ul style="list-style-type: none"> • Student rarely identifies the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student rarely applies use of elements of art and a variety of media in his/her artwork. • Student rarely demonstrates the application of visual literacy. • Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. • Student rarely uses art media/tools appropriate to the production of art. 	<p>such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional, collage, overlapping, hatching, stippling, and monochromatic.</p> <ul style="list-style-type: none"> • Student is beginning to identify the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to apply use of elements of art and a variety of media in his/her artwork. • Student is beginning to demonstrate the application of visual literacy. • Student is beginning to create works of art based on observation of the physical world that illustrates how art is a part of everyday life. • Student is beginning to grasp and demonstrate creative expression of ideas. • Student is beginning to use art media/tools appropriate to the production of art. 	<p>portrait, still life, and 2-dimensional vs. 3-dimensional, collage, overlapping, hatching, stippling, and monochromatic.</p> <ul style="list-style-type: none"> • Student can identify the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student applies use of elements of art and a variety of media in his/her artwork. • Student understands and demonstrates the application of visual literacy. • Student comprehends and creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. • Student grasps and demonstrates creative expression of ideas. • Student uses a wide array of art media/tools appropriate to the production of art. 	<p>portrait, still life, and 2-dimensional vs. 3-dimensional, collage, overlapping, hatching, stippling, and monochromatic.</p> <ul style="list-style-type: none"> • Student consistently identifies the basic elements of art and principles of design in diverse types of artwork. <p><u>Creative Process:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student consistently applies use of elements of art and a variety of media in his/her artwork. • Student understands and consistently demonstrates the application of visual literacy. • Student comprehends and consistently creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. • Student consistently grasps and demonstrates creative expression of ideas. • Student consistently uses a wide array of art media/tools appropriate to the production of art.
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MUSIC

1. Demonstrates understanding of skills and concepts.



Paramus Public School District

Trimester	1	2	3	4
ALL	<p>Performance: Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to echo the teacher with accurate intonation on sol-mi-la-do solfege syllables. • Student is unable to perform rhythm patterns using dotted half, half, quarter, paired eighth notes, quarter rests, and half rests on non-pitched and barred/mallet instruments. <p>Listen and Respond: Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to analyze and describe music in terms of tempo and dynamics. • Student is unable to identify families of musical instruments and discuss sound quality/tone color of each. <p>Create: Student is unable to improvise a response to a given musical phrase.</p> <p>Reading and Notating: Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to identify a variety of rhythms using dotted half, half, quarter, paired eighths, quarter and half notes, and rests. • Student is unable to sing sol-mi-la solfege syllables with pitch 	<p>Performance: Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is developing the ability to sing music of a variety of styles and cultures alone and with others. • Student is developing the ability to echo the teacher with accurate intonation on sol-mi-la-do solfege syllables. • Student is developing the ability to perform rhythm patterns using dotted half, half, quarter, paired eighth notes, quarter rests, and half rests. <p>Listen and Respond: Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to analyze and describe music in terms of tempo and dynamics. • Student is beginning to identify families of musical instruments and discuss sound quality/tone color of each. <p>Create: Student is beginning to improvise a response to a given musical phrase.</p> <p>Reading and Notating: Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to identify a variety of rhythms using dotted half, 	<p>Performance: Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to sing music of a variety of styles and cultures alone and with others. • Student is able to echo the teacher with accurate intonation on sol-mi-la-do solfege syllables. • Student is able to perform rhythm patterns using dotted half, half, quarter, paired eighth notes, quarter rests, and half rests. <p>Listen and Respond: Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to analyze and describe music in terms of tempo and dynamics. • Student is able to identify families of musical instruments and discuss sound quality/tone color of each. <p>Create: Student is able to improvise a response to a given musical phrase.</p> <p>Reading and Notating: Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to identify a variety of rhythms using dotted half, half, quarter, paired eighths, quarter and half notes, and rests. • Student is able to sing sol-mi-la solfege syllables with pitch 	<p>Performance: Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to sing music of a variety of styles and cultures alone and with others. • Student is consistently able to echo the teacher with accurate intonation on sol-mi-la-do solfege syllables. • Student is consistently able to perform rhythm patterns using dotted half, half, quarter, paired eighth notes, quarter rests, and half rests. <p>Listen and Respond: Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to analyze and describe music in terms of tempo and dynamics. • Student is consistently able to identify families of musical instruments and discuss sound quality/tone color of each. <p>Create: Student is consistently able to improvise a response to a given musical phrase.</p> <p>Reading and Notating: Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to identify a variety of rhythms using dotted half, half, quarter, paired



Paramus Public School District

	<p>accuracy.</p> <ul style="list-style-type: none">• Student is unable to match sol-mi-la-do solfege syllables with corresponding Kodaly hand signs.	<p>half, quarter, paired eighths, quarter and half notes, and rests.</p> <ul style="list-style-type: none">• Student is developing the ability to sing sol-mi-la solfege syllables with pitch accuracy.• Student is developing the ability to match sol-mi-la-do solfege syllables with corresponding Kodaly hand signs.	<p>accuracy.</p> <ul style="list-style-type: none">• Student is able to match sol-mi-la-do solfege syllables with corresponding Kodaly hand signs.	<p>eighths, quarter and half notes, and rests.</p> <ul style="list-style-type: none">• Student is able to sing sol-mi-la solfege syllables consistently with pitch accuracy.• Student is able to match sol-mi-la-do solfege syllables consistently with corresponding Kodaly hand signs.
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