



*\*Standards and benchmarks addressed while participating in available activities at the Mesilla Valley Maze:*

**\*Kinder-** Range of Reading and Level Text Complexity

[CCSS.ELA-LITERACY.RI.K.10](#)

Actively engage in group reading activities with purpose and understanding.

**Math-** Measurement and Data

- \* Describe and compare measurable attributes.
- \* Classify objects and count the number of objects in each category

**Social Studies:**

Inquiry

Theme 2: Myself and My Community

Theme 4: Spaces and Places

**\*First-**

**Craft and Structure:**

[CCSS.ELA-LITERACY.RI.1.4](#)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**Math- Measurement and Data**

- \* Measure lengths indirectly and by iterating length units.

**Social Studies:**

Inquiry

Theme 4: Interactions with Our Physical Environment

**\*Second**

**- Craft and Structure:**

**[CCSS.ELA-LITERACY.RI.2.4](#)**

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**Math-**

**[CCSS.MATH.CONTENT.2.MD.A.3](#)**

Estimate lengths using units of inches, feet, centimeters, and meters.

**Social Studies:**

Inquiry

Theme 3: What We Make and Use

Theme 4: Cultures and Environment

**\*Third**

Integration of Knowledge and Ideas:

**[CCSS.ELA-LITERACY.RI.3.7](#)**

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

**Social Studies:**

Inquiry

Theme 3: Global Issues and Events

## Theme 4: Our Changing World

### \*Fourth

Integration of Knowledge and Ideas:

#### [CCSS.ELA-LITERACY.RI.4.7](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

### **Social Studies:**

Inquiry

Theme 3: New Mexico Trade and Industry

Theme 4: Resources and Land Use in New Mexico

### \*Fifth

#### [CCSS.ELA-LITERACY.RI.5.9](#)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

### **Social Studies**

Inquiry

Theme 4: Human Impact on Environment

### \*Physical Education

K-4 Benchmark 2: participate in moderate to vigorous physical activities in a variety of settings: Grade Performance Standards K-2 1. participate in a variety of games and activities that increase respiration and heart rate; 2. demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands; and 3. sustain activity for increasingly

longer periods of time. 3-4 1. participate in a variety of physical activities in order to improve each component of health-related fitness.

\*Science and Society

5-SS-1 NM. Communicate information gathered from books, reliable media, or outside sources, that describes how a variety of scientists and engineers across New Mexico have improved existing technologies, developed new ones, or improved society through applications of science.

<b>K-ESS2-2.</b>	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs
<b>1-LS3-1.</b>	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
<b>3-LS3-1.</b>	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
<b>4-LS1-1.</b>	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
<b>5-ESS3-1.</b>	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

