

## Social Studies

Civics - **Active Citizenship and Conflict Resolution:** Students learn conflict resolution skills and strategies, civic responsibilities, and characteristics of responsible community members.

Geography - **Tools, People and Places:** Students learn about geographic terms and tools to understand people and places as well as how people modify, manage and depend on their environment.

Economics - **Choices and Decision Making:** Students learn that scarcity of resources impacts the choices people make and that these choices involve opportunity costs. Students learn economic reasoning skills that impact spending and saving.

History - **Connecting the Past and Present:** Students learn about the school neighborhood's and community's past through timelines, questioning techniques, cause and effect relationships and historical resources.



### Tips for Helping at Home:

- Discuss ways to share ideas and to resolve differences respectfully.
- Visit local historical areas and places including parks, museums and other buildings. Discuss how the community has changed over time and why it might have changed.
- Consider how you might discuss family decisions about spending and saving money and the reasoning behind those choices.
- Explore a variety of maps together. Ask your child questions that can be answered by using the map. Discuss how your family makes decisions to recycle, reuse or throw things away.

## Technology Literacy

Technology Literacy is a 21st Century skill that enables students to engage in learning. Technology Literacy is integrated across the academic day by:

- Using technology tools effectively to collaborate, produce, and communicate digital information.
- Practicing safe, legal, and responsible use of information and technology.



### Tips for Helping at Home:

- Work with your child's Teacher Librarian for ideas and resources to help your child practice safe and ethical use of digital tools and resources.
- Learn how to set parental controls and consider using an Internet filter.
- Talk to your child at a young age about the sites he or she can visit, who he or she can talk to and how long he or she can be online.
- Talk to your child about what personal information is and why it should never be shared.

## Visual Arts, Music, Physical Education

**Visual Arts Development:** Students will continue building on the art elements of line, shape, balance, pattern, color, texture, space, shape and proportion. They also will continue their learning around portraits, and the differences between portraits, landscapes and still life.



### Tips for Helping at Home:

- Continue to provide opportunities to explore various art materials.
- Assist your child in developing their hand-eye coordination through drawing, coloring, and sculpting.
- Discover drawing, painting and sculpting portraits, landscapes and still lifes with your child.
- Ask your child "Tell me about your art work?" and "How are portraits, landscapes and still lifes different?"

**Music Development:** Students will deepen their understanding of musical concepts (Beat, rhythm, melody, harmony, form, vocal and instrumental technique) through singing, playing instruments, moving, creating and listening critically to music. New learnings include: Half & whole note, 2 pt. rounds, ABA form and adding low do and re.



### Tips for Helping at Home:

- Move to music focusing on the beat.
- Encourage singing along to favorite music.
- Demonstrate appropriate audience behavior.

**Physical Education Development:** Students will add skipping, galloping and leaping to their loco-motor skills and begin to combine all loco-motor movements with smooth transitions. They will work with the elements of speed, direction, force and moving in rhythm; develop problem solving, goal setting and communication skills as they identify the relationship of healthy bodies, healthy minds.



### Tips for Helping at Home:

- Provide opportunities to jump rope, run and dodge, play catch, swing, etc. Repetition is important in creating balance and muscle memory.
- Provide healthy food choices and have students explain why they are good choices.
- Ask them why they enjoy a particular activity over another.



Building Bright Futures

Our Mission: To provide a quality education that prepares all children for a successful future.

# Elementary Report Card

Parent Guide  
Standards-Referenced Reporting



Grade Two  
2013-2014

- Jeffco's standards-referenced reporting system provides information about how your child is progressing toward meeting the Colorado Academic Standards. Standards specify what all students should understand, know, and be able to do.
- The report card provides a detailed summary of how your child is progressing academically and in developing life and workforce readiness skills.

For additional information contact your child's teacher or visit [http://jeffcopublicschools.org/academics/elem\\_reportcard/](http://jeffcopublicschools.org/academics/elem_reportcard/)

## Academic Performance Levels

Student progress is reported three times each year using the performance levels described below. Your child's individual performance is measured against the Colorado Academic Standards, rather than the performance of other students in his or her class.

<b>Exceeding standard</b>	Student <b>consistently exceeds</b> grade-level academic standards and expectations.
<b>Meeting standard</b>	Student <b>consistently demonstrates</b> grade-level academic standards and expectations.
<b>Progressing toward standard</b>	Student <b>is working toward</b> grade-level academic standards and expectations but has not been able to consistently demonstrate the learning.
<b>Lacking adequate progress</b>	Student <b>consistently does not demonstrate</b> grade-level academic standards and expectations.
<b>Incomplete/Insufficient work</b>	Student has <b>not completed sufficient</b> work to demonstrate grade-level academic standards and expectations.

## Student Learning Attributes

Learning Attributes indicate the student's development in learning life and workforce readiness skills.

<b>ED</b>	Student <b>E</b> ffectively <b>D</b> emonstrates attribute.
<b>MP</b>	Student is <b>M</b> aking <b>P</b> rogress toward demonstration of attribute.
<b>ND</b>	Student does <b>N</b> ot <b>D</b> emonstrate attribute.

## English Language Development

**English as a Second Language:** All elementary schools offer English as a second language (ESL) instructional support to identified English Learners (ELs). The focus of ESL instruction is on the language and academic skills essential for ELs to attain grade-level competencies and meet challenging state academic standards.

**Dual Language:** Jeffco has six elementary schools that offer Dual Language (DL) Education programs. The goal of DL education is for students to become biliterate and bilingual in English and Spanish plus develop cultural appreciation for diverse populations. There are two different DL education models: One-Way DL Education is designed for native Spanish speakers to learn all content in both English and Spanish; Two-Way DL Education is designed for both native English and Spanish speakers to learn content in both English and Spanish. The goal of all DL Education programs is for students to attain grade level competencies and meet challenging state academic standards.

## Reading

Students develop growing independence by reading a wide range of texts – printed materials, as well as fiction and non-fiction/informational texts.



### Tips for Helping at Home:

- *Read and enjoy a book with your child. After reading ask, "Why do you think the character acted that way?" and "What makes you think that?" If your book is non-fiction you might ask, "What did you learn about this topic from reading this book?"*
- *Use technology as a tool for learning. Help your child research and read digitally/online about topics they are interested in. Help your student find important facts, using available technology.*

## Writing

Students develop skills to add details to their writing. Sequence of events and details are a focus of learning.



### Tips for Helping at Home:

- *Talk with your child and work to develop detail in his or her thinking and communication skills.*
- *Encourage your child to write for real purposes by writing such things as letters, notes, signs, stories, and labels.*
- *Help your child notice how writing is used in everyday life.*

## Oral Expression and Listening

Students contribute to conversations by connecting their comments to others and asking for clarification when necessary.



### Tips for Helping at Home:

- *Provide your child with opportunities to retell stories and ask/answer questions about their reading.*
- *Work with your child to listen to a conversation and build upon it by adding relevant ideas.*

## Mathematics

Students engage in:

- Adding and subtracting multi-digit numbers in different ways.
- Understanding place value up to one thousand.
- Measuring objects using centimeters and inches.



### Tips for Helping at Home:

- *Ask your child to do mental calculations of addition and subtraction with numbers up to 100 when they arise in daily life. For example, your sister's shoes cost \$27 and yours cost \$26. How much money will we spend?*
- *Help your child notice large numbers (up to thousands) in their lives. Point them out and discuss how to say the number and how big the number is. Encourage them to think about how many thousands, hundreds or tens are in the number. For example, "Look at this big number (1,573) How do you say it? How many thousands are in it? How many hundreds are in the 573 part? What about the 1,000? How many hundreds are in there? How many tens are in the 1,000?"*
- *Help your child practice measuring the lengths of objects using rulers or tape measures.*

## Science

Students engage in learning activities and discussions to gain understanding of science concepts by applying the processes of scientific investigation: designing, conducting, communicating about, and evaluating scientific investigations in all three science disciplines. **Physical Science** is the study of common properties, forms, and changes in matter and energy.

**Life Science** is the study of the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

**Earth Science** is the study of the processes and interactions of Earth's systems, and the structure and dynamics of Earth and other objects in space.

### Science process:

- Asking scientific questions.
- Making observations, making predictions, communicating using pictures and words.
- Designing and conducting a fair test with teacher guidance.
- Developing and communicating logical conclusions based on evidence.
- Collecting appropriate data using the correct scientific tools.



### Tips for Helping at Home:

- *Don't answer all your child's questions. Ask your child what he or she thinks, and work together to find possible answers.*
- *Encourage the development of further questions and other topics of interest that can be explored through a variety of resources, including performing investigations.*
- *Encourage your child to list questions he/she has and refer to the list when determining a science fair question to investigate (e.g. What happens to the ground after it rains?).*
- *Share the questions you have with your child.*