

Parents of Elementary Students,

Starting this year, teachers will be sending a report card home twice a year- once at semester's end in January, and again at the end of the year. You may access real time information about your child's progress in school at any time throughout the year through ParentVUE, our online grade book. We believe this timely, specific information is essential to students and parents as we work together for student success. ParentVUE allows you to see assignments and assessments related to the standards. If you accessed ParentVUE last year, your log in information is the same. At parent conferences in the fall, your student's teacher will be able to explain their use of gradebook as a communication tool regarding your student.

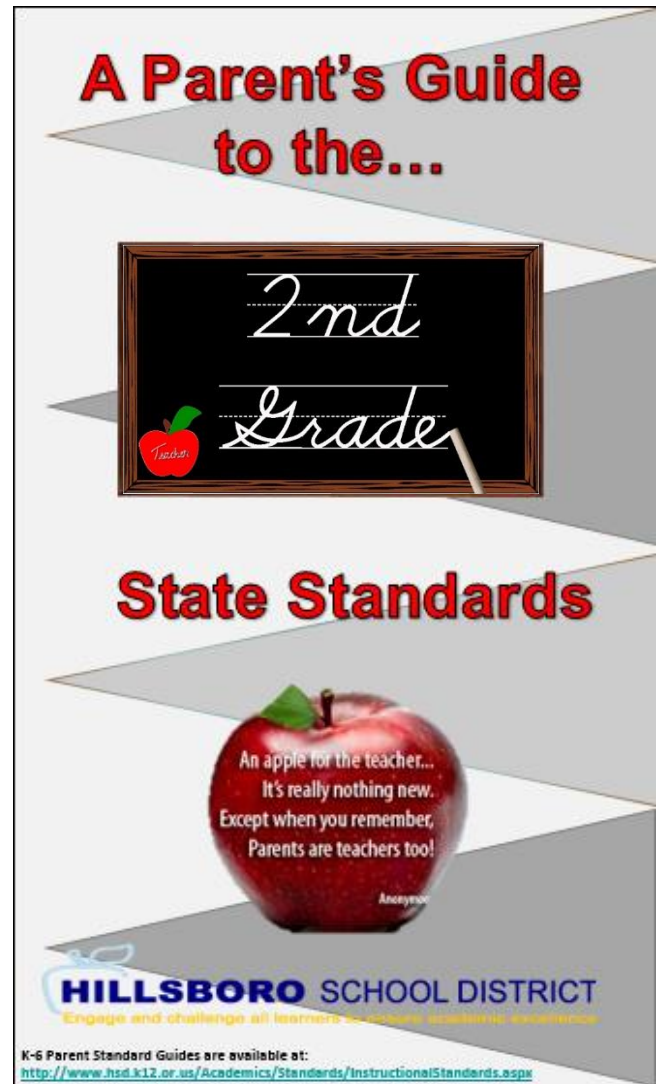
We are committed to providing every student in our district access to grade level standards. Since the new report card has been condensed, you will no longer see all standards listed under each category. Only the overarching standards will be reflected in bold under each cluster.

This pamphlet is divided by content areas like the report card with *all* standards written under each category in student and parent friendly "I can" statements that describe what skills a student "can do" to demonstrate grade level performance by the end of the year. The ✓ represent when standards may be assessed each quarter. If your child is *meeting*, they demonstrate skills taught that quarter/semester within the "I can" statement. *Exceeding* marks mean students demonstrate skills beyond those expected at the time of grading. Students who *nearly meet* or *not yet meet* will need extra support from school and home to master the standard. Your student would need to develop more skills before s/he could say, "I can" for the marked standards. The teacher, parent and student should work together to address the need.

We are confident that our new report card, this pamphlet and ParentVUE will provide the detail and specifics to help students and parents identify students' strengths and areas of needed support. Thank you for being important partners in your child's education.

Together we can ensure all kids leave elementary school on track to be college and career ready when they graduate high school!

K-6 Parent Standard Guides are available at: <http://www.hsd.k12.or.us/Academics/Standards/InstructionalStandards.aspx>





## Key Idea Reading Foundations:

Students in second grade continue to learn and practice rules for matching sounds to letters that make up words, and they learn new concepts — such as words that share the same root (e.g., *add* and *additional*) — that help them figure out the meanings of new words. They also determine the meaning of new words when a known prefix or suffix is added to a known word (*happy/unhappy*; *pain/painful/painless*). When reading together ask your child to point out prefixes, suffixes and root words. Enjoy reading aloud to each other. It’s a fun way to build accuracy and expression. In the bilingual program students learn reading foundations that are common in both languages but also some that are specific to each language.

*If the skill is specific to English = (E), to Spanish = (S), and to both = (B)*

Nov	Jan	Apr	Jun	Phonics and Word Recognition		
✓	✓	✓	✓	RF 2.3.	<b>I can show what I have learned about letters and sounds by figuring out words.</b>	<b>B</b>
✓	✓			RF 2.3.A	<i>I can tell the difference between long and short vowels in one-syllable words.</i>	E
✓	✓				<i>I can tell the difference between vowel and diphthong sounds when reading one syllable words (dio, pie, bien).</i>	S
✓	✓			RF 2.3.B	<i>I can identify spelling patterns for common long vowels (ai, ae, ea, etc.).</i>	E
✓	✓				<i>I can tell the difference between vowel and triphthong sounds when reading familiar words (buey, Paraguay, Uruguay) emphasizing the use of the (y) as a vowel sound.</i>	S
✓	✓			RF 2.3.C	<i>I can decode two-syllable words with long vowels.</i>	E
✓	✓				<i>I can decode multisyllabic words.</i>	S
✓	✓			RF 2.3.D	<i>I can decode words with common prefixes and suffixes.</i>	B
	✓	✓		RF 2.3.E	<i>I can identify words with common spelling patterns that don't follow normal rules.</i>	E
	✓	✓			<i>I can identify words with common spelling patterns that are common but not consistent. (e.g., b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr)</i>	S
	✓	✓		RF 2.3.F	<i>I can recognize and read grade level irregularly spelled words.</i>	E
	✓	✓			<i>I can recognize and read grade level complex-spelled words with the silent letter h, except in the digraph ch, or with the syllables: que, qui; gue, gui.</i>	S
nov	en	abr	jun	Spanish Accentuation		
✓	✓	✓		RF 2.3.G	<b>I can recognize the last, second to last, and primary syllable in a multisyllabic word and recognize the oral emphasis of the word.</b>	S
	✓	✓	✓	RF 2.3.H	<b>I can classify words according to their sounds into three categories (aguda, grave &amp; esdrújula) to apply the rules of accent marks in writing.</b>	S
	✓	✓	✓	RF 2.3.I	<b>I can recognize and use written accent marks to indicate an "hiato" (two vowels in successive words or syllables) and not a diphthong in familiar words (María, baúl, maíz).</b>	S
	✓	✓	✓	L 2.G	<b>I can categorize words according to their oral emphasis (accent) and apply it in written form (aguda, grave &amp; esdrújula).</b>	S
nov	en	abr	jun	Fluency		
	✓	✓	✓	RF 2.4	<b>I can read second grade text aloud with sufficient accuracy and fluency to comprehend.</b>	<b>B</b>
	✓	✓	✓	RF 2.4.A	<i>I can read second grade level text with purpose and understanding.</i>	B
	✓	✓	✓	RF 2.4.B	<i>I can read second grade level text with accuracy, appropriate rate and expression.</i>	B
	✓	✓	✓	RF 2.4.C	<i>I can use context clues to confirm or self-correct and re-read as necessary.</i>	B



## Key Idea Reading Literature:

Second graders learn to determine a *lesson or moral* of stories, fables, and folktales. Read Aesop’s Fables together and talk about the moral or lesson. These are favorite tales passed down through generations. Your child can recognize that literary works have a clear beginning, middle, and ending and can follow a sequence of events. Ask your child questions or have him or her ask you questions about stories, paying close attention to details.

Nov	Jan	Apr	Jun	<b>Key Ideas and Details</b>	
✓	✓	✓	✓	RL 2.1	I can ask and answer who, what where, when, why and how questions about important details in a text.
✓				RL 2.2	I can retell different kinds of stories and share the author's central message, lesson or moral.
✓			✓	RL 2.3	I can describe how characters respond to major events and challenges in a story.
Nov	Jan	Apr	Jun	<b>Craft and Structure</b>	
		✓		RL 2.4	I can describe how an author’s words supply rhythm and meaning in a text.
	✓			RL 2.5	I can describe how a story is written including the important part of a beginning and an ending.
	✓		✓	RL 2.6	I can describe when there are different characters telling a story.
<b>Integration of Knowledge and Ideas</b>					
	✓	✓		RL 2.7	I can use illustrations and words in a print to describe a story’s characters, setting or plot.
		✓	✓	RL 2.9	I can compare and contrast two or more versions of the same story.
<b>Range of Reading and Text Complexity</b>					
	✓	✓	✓	RL 2.10	I can read and comprehend stories and poetry appropriate for second grade.



## Key Idea Reading Informational:

When reading informational text, second graders become more aware of text features (e.g., captions, bold print, indexes). They can use these features to locate key facts or information. Students know that informational or explanatory text has a different purpose than literary text. Students begin to participate in shared research projects (e.g., read books on a single topic to produce a report). Help your child learn to research topics on-line, in books, magazines, newspapers, etc...

Nov	Jan	Apr	Jun	<b>Key Ideas and Details</b>	
✓	✓	✓	✓	RI 2.1	I can ask and answer who, what, where, when, why and how questions about key details in a text.
✓				RI 2.2	I can identify the main topic of a text and the focus of paragraphs within a text.
✓			✓	RI 2.3	I can describe the connection between historical events, scientific ideas or steps in a procedure.
Nov	Jan	Apr	Jun	<b>Craft and Structure</b>	
✓	✓	✓	✓	RI 2.4	I can determine the meaning of words or phrases I don't know in a second grade text.
	✓			RI 2.5	I can use various text features to find information.
	✓		✓	RI 2.6	I can identify the purpose of a text and tell what the author is trying to explain or answer.
Nov	Jan	Apr	Jun	<b>Integration of Knowledge and Ideas</b>	
	✓			RI 2.7	I can explain how charts, diagrams or illustrations are helpful in clarifying text.
		✓		RI 2.8	I can explain how an author's reasons support his or her points.
		✓	✓	RI 2.9	I can compare and contrast important points, on a specific topic, from different texts.
Nov	Jan	Apr	Jun	<b>Range of Reading and Text Complexity</b>	
✓	✓	✓	✓	RI 2.10	I can read and comprehend informational text appropriate for second grade.



## Key Idea Writing:

Writing will become an exciting way for your child to use newly learned words and phrases to express ideas. As they write and speak, 2nd graders will be more attentive to the formal and informal uses of English and will spell most words correctly in their writing. You can help your child write an opinion about a book he or she has read, using important details from the materials to support that opinion. Students can write stories that include a short sequence of events and a definite beginning, middle, and end. Second graders can Produce, expand, and rearrange sentences (e.g., “The boy watched the movie”; “The little boy watched the movie”; “The action movie was watched by the little boy”)

Nov	Jan	Apr	Jun	<b>Text Types and Purposes</b>	
✓			✓	<b>W 2.1</b>	<b>I can write my opinion in which I introduce the topic or book, give my opinion and reasons to support it by using linking words and a concluding statement.</b>
✓	✓	✓	✓	<b>W 2.2</b>	<b>I can write to teach or explain in which I introduce a topic, use facts and explanations to make a point and give a concluding statement.</b>
	✓	✓		<b>W 2.3</b>	<b>I can write to tell a story in which I include details to describe actions, thoughts and feelings, use transition words to signal event order, and give a sense of closure.</b>
Nov	Jan	Apr	Jun	<b>Production and Distribution of Knowledge</b>	
✓	✓	✓	✓	<b>W 2.5</b>	<b>I can revise and edit my writing with guidance and support from peers and adults.</b>
✓			✓	<b>W 2.6</b>	<b>I can publish my writing using a variety of tools with guidance and support.</b>
Nov	Jan	Apr	Jun	<b>Research to Build and Present Knowledge</b>	
	✓	✓		<b>W 2.7</b>	<b>I can participate in shared research and writing projects.</b>
		✓	✓	<b>W. 2.8</b>	<b>I can remember from experiences or gather information to answer a question.</b>

## Key Idea Speaking and Listening:

Second grade students take parts in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic. They can retell key information or ideas from media or books read aloud. Your child will enjoy discussing with you topics that are of interest to him or her (pets, families, movies, the world around them, etc...). As they practice conversing with you and other friends and family members their speaking vocabulary will grow with confidence.

Nov	Jan	Apr	Jun	<b>Comprehension and Collaboration</b>	
	✓	✓	✓	SL 2.1	I can show that I know how to have good conversations with my peers and teachers.
	✓			SL 2.1.A	I can follow class rules for discussions.
	✓			SL 2.1.B	I can participate in a conversation by responding to things others say.
	✓		✓	SL 2.1.C	I can ask questions to clear up my confusion about a text being discussed.
✓			✓	SL 2.2	I can show I understand what I read, hear and/or see by retelling and describing key details.
✓			✓	SL 2.3	I can ask and/or answer questions of a speaker to clarify/deepen my understanding.
Nov	Jan	Apr	Jun	<b>Presentation of Knowledge and Ideas</b>	
		✓	✓	SL 2.4	I can tell a story or about an experience with appropriate facts and details.
		✓		SL 2.5	I can create audio recordings of stories or poems and add drawings or details to a description to provide information.
✓			✓	SL 2.6	I can answer questions in complete sentences.



## Key Idea Language

Your second graders language development will become more evident in writing and speaking. Second graders use punctuation (capitals, commas and end marks) correctly. They begin to write more complex sentences (instead of “The dog can bark,” they write “The dog can bark loudly when a stranger gets too close.”) Help your child learn to use dictionaries to find correct word spellings and meanings. Your student’s writing is a reflection of their speaking vocabulary. Learn a new word each week together and have fun using it throughout the week. In the bilingual program students learn reading foundations that are common in both languages but also some that are specific to each language.

*If the skill is specific to English = (E), to Spanish = (S), and to both = (B)*

Nov	Jan	Apr	Jun	<b>Conventions of Standard English</b>		
✓	✓	✓	✓	<b>L 2.1</b>	<b>I can show that I know how to use words correctly when I write and speak.</b>	<b>B</b>
	✓			L 2.1.A	<i>I can use collective nouns.</i>	B
		✓		L 2.1.B	<i>I can use frequently occurring irregular plural nouns.</i>	E
		✓			<i>I can use reflexive pronouns (e.g., Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy).</i>	S
		✓		L 2.1.C	<i>I can use reflexive pronouns.</i>	B
✓			✓	L 2.1.D	<i>I can use the past tense of common verbs.</i>	B
✓	✓			L 2.1.E	<i>I can decide when to use an adverb or an adjective.</i>	B
✓	✓			L 2.1.F	<i>I can use simple and compound sentences.</i>	B
	✓	✓	✓	<b>L 2.2</b>	<b>I can show that I know how to write sentences correctly.</b>	<b>B</b>
		✓		L 2.2.A	<i>I can capitalize holidays, product names and geographic names.</i>	E
		✓			<i>I can capitalize holidays, only the first letter of titles, books, and movies, and geographic names.</i>	S
			✓	L 2.2.B	<i>I can use commas in greetings and closings of letters.</i>	E
			✓		<i>I can use and recognize the use of the colon (:) in greetings and commas in closings of letters in Spanish.</i>	S
	✓			L 2.2.C	<i>I can use apostrophes in contractions and possessives.</i>	E
	✓				<i>I can use "del" and "al" in contractions and "de" in possessives.</i>	S
✓	✓	✓	✓	L 2.2.D	<i>I can spell words I don't know by using spelling patterns I have learned.</i>	B
	✓	✓		L 2.2.E	<i>I can use a dictionary to find the correct spelling of a word.</i>	B
	✓	✓		L 2.1.F	<i>I can use hyphens to separate the syllables of a word (ma-ri-po-sa) and indicate ranges, interval of time (enero-marzo; de 1:00pm-3:00pm) and a long hyphen to introduce a dialogue.</i>	S
Nov	Jan	Apr	Jun	<b>Knowledge of Language</b>		
	✓	✓	✓	L 2.3	<b>I can compare formal and informal uses of English when writing, speaking, reading or listening.</b>	<b>B</b>

Nov	Jan	Apr	Jun	<b>Vocabulary Acquisition</b>		
✓	✓	✓	✓	<b>L 2.4</b>	<b>I can figure out what words mean by using the strategies I know and by thinking about what I have read.</b>	<b>B</b>
✓			✓	L 2.4.A	<i>I can use context clues to figure out word meanings.</i>	B
	✓	✓		L 2.4.B	<i>I can use prefixes to figure out word meanings.</i>	B
		✓		L 2.4.C	<i>I can use root words to help me learn new words</i>	B
		✓		L 2.4.D	<i>I can use the meaning of the two smaller words in a compound word to know what it means.</i>	B
	✓	✓		L 2.4.E	<i>I can use glossaries and dictionaries to help me understand new words.</i>	B
	✓			<b>L 2.5</b>	<b>I can figure out how words are related and how their meanings might be alike.</b>	<b>B</b>
	✓		✓	L 2.5.A	<i>I can identify a real-life application of a word.</i>	B
			✓	L 2.5.B	<i>I can determine differences in meaning of similar verbs and adjectives.</i>	B
	✓			<b>L 2.6</b>	<b>I can use words and phrases that I learn through listening and reading.</b>	<b>B</b>

**Language** [continues above]





## Key Idea ELD *English Language Development for ESL students only*

There are many things you can do at home to help student's develop the skills they will need in order to be successful in English. English Language Development does not depend on speaking English. Students who are read to at home in their native language (whether it be Spanish, Chinese, Russian, etc....) are learning valuable skills that support English proficiency. Students not only listen as you read, but they respond by asking and answering questions. Older students read the text and write ideas about what they've heard. All of these skills transfer between languages and support your students' English Language Development.

Nov	Jan	Apr	Jun	<b>Linguistic Structures</b> - Uses accurate word meaning in correct sentence form at proficiency level.	
✓	✓			ELP.9	<i>I can create clear and coherent grade-appropriate speech &amp; text.</i>
✓	✓			ELP.10	<i>I can make accurate use of standard English to communicate in grade-appropriate speech and writing.</i>
				<b>Receptive Modalities</b> - Listens, reads and/or views and then demonstrates the meaning at proficiency level.	
✓	✓			ELP.1	<i>I can make meaning from oral presentations, literary and informational text through listening, reading &amp; viewing.</i>
✓	✓			ELP.8	<i>I can figure out the meaning or words and phrases in oral presentations, stories and informational text.</i>
				<b>Productive Modalities</b> - Completes an oral or written task to show understanding of what was heard at proficiency level.	
		✓	✓	ELP.3	<i>I can speak and write about grade-appropriate complex literary and informational texts and topics.</i>
		✓	✓	ELP.4	<i>I can make grade-appropriate oral or written claims and support them with reasoning and evidence.</i>
				ELP.7	<i>I can adapt language choices to purpose, task and audience when speaking and writing.</i>
Nov	Jan	Apr	Jun	<b>Interactive Modalities</b> - Speak and listen, read and write, to collaborate and share information at proficiency level.	
		✓	✓	ELP.2	<i>I can participate in oral and written exchanges of information, ideas and analysis responding to peers or reader comments or questions.</i>
		✓	✓	ELP.5	<i>I can with prompting and support participate in research projects with my classmates and communicate finding to answer questions or solve problems.</i>
		✓	✓	ELP.6	<i>I can analyze and critique the arguments of others orally.</i>



## Key Idea Math:

In 2nd grade, your child will build on last year's work and gain important new skills. One of the most important outcomes for the year is to add and subtract two-digit numbers quickly and accurately. Another important goal in 2nd grade is to understand what the digits mean in a three-digit number such as 463 (namely, 463 is four hundreds, six tens, and three ones). Your child will build expertise with solving addition and subtraction word problems. Mastering addition and subtraction at the 2nd grade level is important so that your child will not have to review and repeat this material in 3rd grade, when the study of multiplication, division, and fractions will start.

Nov	Jan	Apr	Jun	<b>Operations and Algebraic Thinking</b>	
✓	✓	✓	✓	<b>2.OA.A.1</b>	<b>I can solve different kinds of word problems within 100 and solve one- and two-step problems involving adding and subtracting.</b>
✓		✓		<b>2.OA.B.2</b>	<b>I can add and subtract numbers within 20 in my head.</b>
✓			✓	<b>2.OA.C.3 - C.4</b>	<b>I can work with equal groups of objects to help me start to understand multiplication.</b>
			✓	<i>2.OA.C.3</i>	<i>I can tell if a group of objects within 20 is even or odd by counting by twos.</i>
✓				<i>2.OA.C.4</i>	<i>I can use repeated addition or skip counting to find the number of objects in an array with up to 5 x 5.</i>
Nov	Jan	Apr	Jun	<b>Numbers and Operations in Base Ten</b>	
✓	✓	✓	✓	<b>2.NBT.A.1-A.4</b>	<b>I can understand place value.</b>
✓		✓		<i>2.NBT.A.1</i>	<i>I can tell the number of hundreds, tens, and ones in a three digit number.</i>
✓		✓		<i>2.NBT.A.1.A</i>	<i>I can show that I understand that a bundle of ten "tens" is called a "hundred".</i>
✓	✓	✓		<i>2.NBT.A.1.B</i>	<i>I can show that I understand the numbers I use when I count by hundreds, have a certain number of hundreds, 0 tens and 0 ones.</i>
✓	✓	✓		<i>2.NBT.A.2</i>	<i>I can count starting at any number less than 1000 and skip-count by 5s, 10s and 100s.</i>
			✓	<i>2.NBT.A.3</i>	<i>I can read and write numbers to 1000 using base-ten numerals, number names and expanded form.</i>
			✓	<i>2.NBT.A.4</i>	<i>I can compare three-digit numbers up to 1000 using &gt;, =, and &lt; symbols.</i>
	✓	✓	✓	<b>2.NBT.B.5 - B.9</b>	<b>I can use what I know about place value to help me add and subtract.</b>
			✓	<i>2.NBT.B.5</i>	<i>I can fluently add and subtract numbers within 100 using strategies based on place value, properties of operations, and/or relationships between addition and subtraction.</i>
	✓	✓	✓	<i>2.NBT.B.6</i>	<i>I can solve a problem by adding 3 or 4 numbers (the numbers should be less than 100).</i>
		✓		<i>2.NBT.B.7</i>	<i>I can add or subtract numbers within 1000 with regrouping using base ten blocks or by writing it out.</i>
	✓			<i>2.NBT.B.8</i>	<i>I can add or subtract 10 or 100 from a given number less than 1000 in my head.</i>
			✓	<i>2.NBT.B.9</i>	<i>I can use place value or properties of operations to explain why addition and subtraction strategies work.</i>

Nov	Jan	Apr	Jun	<b>Measurement and Data</b>	
✓			✓	<b>2.MD.A.1 -A.4</b>	<b>I can measure and estimate lengths of objects.</b>
✓				2.MD.A.1	<i>I can measure the length of an object by selecting the appropriate tool such as a ruler, yard stick, meter stick or measuring tape.</i>
			✓	2.MD.A.2	<i>I can measure the same object using both inches and feet, or feet and yards, or centimeters and meters.</i>
✓				2.MD.A.3	<i>I can estimate the length of objects in inches, feet, centimeters or meters.</i>
			✓	2.MD.A.4	<i>I can find how much longer one object is than another by measuring them and subtracting.</i>
	✓		✓	<b>2.MD.B.5 -B.6</b>	<b>I can use what I know about addition and subtraction to understand length.</b>
			✓	2.MD.B.5	<i>I can solve problems about lengths of objects using addition and subtraction within 100. I can show the problem with pictures, words or numbers.</i>
	✓			2.MD.B.6	<i>I can use a number line diagram to show addition and subtraction within 100.</i>
			✓	<b>2.MD.C.7</b>	<b>I can tell time to the nearest 5 minutes with an analog and digital clock, using a.m. and p.m.</b>
			✓	<b>2.MD.C.8</b>	<b>I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols correctly.</b>
✓		✓		<b>2.MD.D.9 - D.10</b>	<b>I can understand how information is shared using numbers.</b>
✓		✓		2.MD.D.9	<i>I can make a line plot to show lengths of objects I measured.</i>
✓				2.MD.D.10	<i>I can make a picture graph or bar graph from data and solve problems with using the numbers on the graph.</i>
Nov	Jan	Apr	Jun	<b>Geometry</b>	
		✓	✓	<b>2.G.A.1 - 3</b>	<b>I can understand shapes better by using what I notice about them.</b>
		✓		2.G.A.1	<i>I can recognize and draw triangles, quadrilaterals, pentagons, hexagons and cubes if I know the number of angles, sides or faces.</i>
			✓	2.G.A.2	<i>I can divide a rectangle into same-size squares by making rows and columns, and then count the total number of squares.</i>
		✓		2.G.A.3	<i>I can divide shapes into 2, 3, or 4 equal shares and express the fractions.</i>

**Math** [continues above]



## Key Idea Science:

Investigate, explore, observe, and take notes (record)! Wherever you and your child go make it a science outing! Second graders love to be “scientists.” Their natural curiosity is a great motivator at this age.

### ***I Can...***

- I can plan and conduct an investigation to describing and classifying different kinds of materials by their observable properties.
- I can analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- I can make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- I can construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
- I can plan and conduct an investigation to determine if plants need sunlight and water to grow.
- I can develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- I can make observations of plants and animals to compare the diversity of life in different habitats.
- I can use information from several sources to provide evidence that Earth events can occur quickly or slowly.
- I can compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
- I can develop a model to represent the shapes and kinds of land and bodies of water in an area.
- I can obtain information to identify where water is found on Earth and that it can be solid or liquid.
- I can observe and record the patterns of movement in the sun /moon.
- I can record and summarize daily and seasonal temperature changes.
- I can ask questions, observe, and gather information about a situation people want to change.
- I can illustrate with a sketch, drawing or physical model how the shape of an object helps it function as needed to solve a given problem.
- I can analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.



## Key Idea Social Studies:

Social studies in grade two is all about community awareness, family celebrations, and fairness. Second graders are learning about recent and past events. Understanding how maps can be used during a family outing and exploring your local community and how it functions are all important to students at this age.

### I Can...

- I can recognize community heroes.
- I can identify the historical background of my local community.
- I can identify community celebrations, symbols and traditions.
- I can tell what events happened in the recent and distant past.
- I can develop a timeline of events in the history of my community.
- I can use a calendar to identify important school days, holidays, and community events.
- I can use basic information on maps to locate and identify physical and human features.
- I can identify locations of my community in the state, nation and world.
- I can describe physical and human characteristics of my community.
- I can use and apply cardinal directions.
- I can find local areas on maps such oceans, cities and continents.
- I can help set rules for activities when there are many points of view.
- I can identify services provided by local government.
- I can evaluate how individual, groups, and communities manage conflict and promote justice.
- I can identify appropriate and inappropriate use of power and consequences.
- I can give example of appropriate and inappropriate use of power and consequences.
- I can identify local leaders and their functions.
- I can identify ways students can have an impact in their local community.
- I can explain ways to save and set small money goals to save.
- I can identify local businesses and the goods and services they produce.
- I can describe the connection between current or historical events.
- I can compare and contrast past and present situations, people, and events in neighborhoods and communities.
- I can evaluate information about an issue or a problem.



## Key Idea Health:

Second graders become more aware of their world around them and want to know how to stay safe in numerous ways. They learn about personal safety (i.e., germs, healthy eating, safe/unsafe people and situations). They realize there are things they can do in emergencies. Discuss with your child how to avoid bullying. Make a safe route to and from school together as well as a fire escape plan in your home.

### I Can...

- I can explain ways to prevent communicable and non-communicable disease and understand the difference.
- I can advocate for a variety of foods from all food groups.
- I can set a personal goal for healthy eating and track progress.
- I can identify how advertising strategies influence our food choices.
- I can analyze influences that encourage youth to participate in physical activity.
- I can identify and demonstrate the health related fitness components; strength, flexibility, cardiovascular and endurance.
- I can set a personal goal to wear safety equipment correctly during physical activity

## **Health [continues]**

- I can help make a home fire escape plan and practice it during the day and at night with family.
- I can encourage my family to test fire alarms regularly.
- I can demonstrate pedestrian and bike safety practices.
- I can make a model to plan a safe route to and from school.
- I can set a goal for safety in and around water.
- I can demonstrate the correct use of protective equipment.
- I set goals to prevent injury during sports and physical activity.
- I can identify what to do during an emergency or natural disaster (i.e. floods, earthquakes).
- I can use the decision making process to identify safe locations and meeting places at home and school in the event of an emergency.
- I can identify why bullying, cyber-bullying, harassment and teasing are detrimental to health and safety
- I can demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.
- I can identify personal stressors at home, in school, and community.
- I can describe internal and external influences on emotions.
- I can demonstrate ways to prevent violence and unsafe situations.
- I can demonstrate how to respond and report if someone is bullying, harassing or teasing.
- I can identify that media/technology may have violent messages or images.
- I can demonstrate the steps of problem solving, anger management and impulse control.



## **Key Idea Physical Education:**

Second grade is a time of leaps and bounds in PE class. It's easy to see that they are growing up and getting ready to take on bigger challenges. Second graders relish the challenge of new, more advanced movement patterns. Fitness must still be engaging and fun in order for second graders to really enjoy it. The biggest jump between first and second graders may be in the area of social development. In second grade, every movement is an adventure, as children run, jump, pivot, crouch, and stretch. Encourage their imaginations to run wild, and they will too!

### **I Can...**

- I can demonstrate mature forms of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control. (K-2)
- I can balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts. (K-2)
- I can identify rules, procedures and etiquette in a specified physical activity. (2-6)
- I can demonstrate some critical elements in manipulative skills: throw, catch, kick and strike. (K-5)
- I can exhibit responsible personal and social behavior that respects self and others in physical activity settings. (K-6)
- I can identify changes in my body during moderate to vigorous exercise. (K-6)
- I can identify positive ways to resolve conflict. (K-6)



## Key Idea Music:

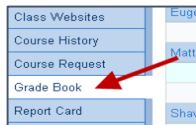
Students in second grade use a variety of classroom instruments and add more music terms to their vocabulary. They continue to use notation for rhythm, identifying long and short notes. At home, create a simple clapping pattern and practice singing a song as you and your student repeat that pattern to accompany the song.

### I Can...

- I can use notation for half notes and half rest (Rhythm)
- I can experience do, re, and mi (Melody)
- I can perform simple rhythmic ostinato (Harmony/Texture)
- I can explore different simple forms (Form)
- I can identify classroom instruments and orchestra families (Tone Color)
- I can explore different tempi and dynamics (Expression)
- I can use creative thinking and musical skills to create music (Create, Arrange, Improvise)
- I can use music vocabulary to describe a performance (Evaluate)
- I can notice music from an event and other culture (History and Culture)

## VIEWING ELEMENTARY GRADE BOOK

After logging in to ParentVUE, click on Grade Book in the menu.



The Grade Book Summary will display for the selected Semester. Click on any subject area in the Grade Book Summary.

Teacher	Subject Area
Eugene	Physical Education
Matthew	Mathematics

Assignment View shows assignment information for the selected subject. Change the dropdown to ALL for a quick way to see all assignments, especially any missing, late or incomplete assignments.



Select Standards View. Standards View will display all the assessed clusters with the overall mark and the assignments mapped to those clusters. The clusters make up the different sections of the report card.

Standard	Mark
Vocabulary Acquisition / Adquisición de vocabulario	
Performing and Responding / Desempeñándose y respondiendo	
Geometry / Geometría	M
Assignment	Type
1-1 CFA	Test
1-10 Path Area/Perimeter	Assignment
Ratios and Proportional Relationships / Razones y relaciones proporcionales	M

## INTERNET SITES

Oregon Department of Education:

<http://www.ode.state.or.us/home/>

Hillsboro School District

<http://www.hsd.k12.or.us/>

Common Core State Initiatives

<http://www.corestandards.org/>

Smarter Balanced Assessment

<http://www.smarterbalanced.org/>

Hillsboro City Public Library

<http://www.hillsboro-oregon.gov/index.aspx?page=89>