



## PHYSICAL EDUCATION

**Movement Competence and Understanding:** Demonstrate the elements of movement in combination with a variety of locomotor skills (walking, running, sliding); demonstrate control and balance using a variety of body parts and sports equipment (balls, ropes, gymnastic bars and beams).

**Physical and Personal Wellness:** Recognize the importance participating in a variety of activities; identify positive health habits.

**Emotional and Social Wellness:** Demonstrate positive and helpful verbal and non-verbal behavior toward others.

**Prevention and Risk Management:** Apply rules, procedures, and safe practices to create a safe school environment.

### Ideas for Parents to Make Learning a Priority:

- ✓ Ask your child on a regular basis to share with you about the events, homework and activities of the school day.
- ✓ Encourage your child to do his or her best in school every day and make graduation the goal.
- ✓ Ensure that your child attends classes on a regular basis and honors the start and end times of the school day by being punctual and well prepared. This includes supporting the school rules and dress codes.
- ✓ For thirty minutes each day, read to your child and for older students encourage them to read daily.
- ✓ Provide a quiet well-equipped location in your home for your child to complete homework.
- ✓ Help your child set goals at the beginning of each month. Make sure learning goals are specific and visible. Celebrate successes with your child when goals are achieved.
- ✓ Whenever possible attend school activities such as open houses, parent-teacher conferences, and special events. When your child sees you involved, they will also see education as a high priority.
- ✓ Try to make early, positive, and regular contact with your child's teacher and get in touch whenever you have questions about your child's program or progress.



# THE 2ND GRADE EXPERIENCE



You are your child's first teacher. Family values, language skills and cultural traditions/customs are examples of things you teach your children. District 6 will build on that unique blend of knowledge and experience when your child comes to our schools. We are dedicated to meeting the needs of the whole child to encompass all physical, emotional, and social skill sets, but we cannot do this without your help.

We know that family involvement helps children develop a more positive attitude about school and about learning. District 6 wants families to know as much as possible about the curriculum so that you can continue to be a "teaching partner" for your child.

The learning expectations listed describe the foundational learnings for the year, based on the Colorado Academic Standards (CAS). The CAS provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn by emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st Century.





## READING, WRITING & COMMUNICATING

**Oral Expression and Listening:** Learn new information, expand understanding, and engage in better conversations by listening actively (eye contact, asking questions, body posture).

**Reading for All Purposes:** Decode (sound out and pronounce) words with accuracy based on spelling patterns and word parts (root words, prefixes, suffixes); read fluently with proper speed, accuracy, and expression by using skills and strategies to help them understand books, stories, poems and informational books ("how to" books, instructions).

**Writing and Composition:** Use the writing process (plan, write, clean up, share) to write stories, information, and opinion pieces; use correct spelling, capitalization, grammar, and punctuation.

**Research and Reasoning:** Use different materials and resources to find information and answer questions about a topic; use questions to determine if something "makes sense" in the resources.



## MATH

**Number:** Fluently and consistently add and subtract within 20; use an understanding of place value to add and subtract within 100.

**Data:** Read and create pictographs and bar graphs.

**Geometry:** Relate addition and subtraction to length, time and money; build, draw, and analyze 2 dimensional shapes (squares and triangles) and 3 dimensional shapes (cubes and pyramids).



## SCIENCE

**Physical Science:** Recognize that changes in speed or direction of motion are caused by force (push and pull); select appropriate tools for collecting information; measure the change in speed or direction of an object.

**Life Science:** Understand that organisms depend on their habitat to satisfy needs; recognize that each plant or animal has different structures or behaviors that serve different functions; collaborate with other students in developing scientific explanations about how organisms depend on their habitat.

**Earth Science:** Understand that weather and the changing seasons impact the environment and organisms (humans, plants, and other animals); describe different ways that scientists seek to understand organisms and their interactions with the environment.



## ART

**Observe and Learn to Comprehend:** Explain reasons behind and/or decisions for making a piece of art; use basic art terms when discussing their art and the art of others.

**Envision and Critique to Reflect:** Express (write, read, talk, sing, act out) the meaning or personal importance of a work of art.

**Invent and Discover to Create:** Use familiar symbols (hearts, diamonds, stars) in artwork; use personal ideas to explore different ways to make art.

**Relate and Connect to Transfer:** Make art about family, school, and community life.



## SOCIAL STUDIES

**History:** Use timelines, artifacts, and documents to consider the different people, perspectives, and events that make up the historical story of their community.

**Geography:** Use different kinds of maps to consider their community, the ways that people in the community use environmental resources, and how community members have adapted to the physical environment.

**Economics:** Identify money decisions people make based on long term and short term goals, prices, and availability of goods and services.

**Civics:** Consider options for how people participate in decision making in the community and identify the ways in which community members can work together to resolve conflicts.



## MUSIC

**Expression of Music:** Demonstrate how to watch a conductor and follow their hand movements; accurately keep time to 4 and 8 beat musical sequences.

**Creation of Music:** Create rhythm (beat) and note (duration and pitch) patterns.

**Theory of Music:** Use musical vocabulary to accurately identify music elements (dynamics-loud/soft, simple types of notes, patterns of notes, types of tones-low/high); recognize types of instruments.

**Aesthetic Valuation of Music:** Explore and discuss music from various cultures; discuss music they like; demonstrate positive audience behavior (listening attentively and respectfully).