

**Achieve and Maintain Health**

- identify indicators of childhood mental, emotional, social, and physical health
- explain how childhood injuries and illnesses can be prevented
- explain how media influences thoughts, feelings, and health behaviors

**Responsible Personal and Social Behaviors**

- describe refusal skills to enhance health
- differentiate between negative and positive behaviors used in a conflict
- set a personal health goal and track progress towards achievement
- express information and opinions about health information and ideas

**Safety and Environmental Health Issues**

- compare behaviors that are safe to those that are risky or harmful
- develop injury prevention and self-management strategies for personal health

**Motor Skills and Movement Concepts**

- run, skip, twist, bend, curl and stretch
- throw overhand, catch, dribble, kick, volley, strike a ball
- jump rope continuously and jump a long rope turned by classmates
- move to a rhythm
- move using different shapes, pathways and levels during games and dance

**Participate and Show Responsibility**

- pace one's self during endurance activities
- participate actively in physical education class
- describe activities that strengthen the heart and body
- follow directions and rules by oneself and use the equipment safely
- accept suggestions to improve skills
- practice skills with a partner and be a good sport and team member

**Music Foundations**

- identify the elements of music including rhythm, form, dynamics, tone, and color
- read and write simple rhythm patterns using standard notation
- compare and contrast the characteristics of a variety of musical works or performances
- improvise or compose musical ideas using voice or instrument
- reflect on a performance based on the feedback of others

**Vocal and Instrumental Technique**

- sing a variety of songs from different cultural and historical origins from memory
- play pitched and unpitched instruments with a steady beat

**Participate and Show Responsibility**

- participate and show how to be responsible in music activities and performances

**Create and Present**

- make art or design to explore personal interests, questions, and curiosity
- demonstrate safe procedures for using art tools, equipment, and studio spaces

**Respond and Connect**

- compare and contrast cultural uses of artwork from different times and places

**Participate and Show Responsibility**

- use tools and materials properly

# Second Grade

## Report Card Guide

**Duluth Public Schools** Duluth Public Schools values the reporting of student progress in order to provide families with timely, accurate, and useful information on student achievement.

**Philosophy:** All learners, given the opportunity, can pursue their highest potential. A standards-based reporting system is an objective means of communicating progress and mastery of grade level specific standards.

The content listed in this guide represents goals that children must meet by the end of the year.

**Academic Performance Indicators:**

The following are used in the student's progress report to indicate the level of performance in relation to the standards based on evidence of student performance:

**Mastering (4)** = The student exhibits knowledge and understanding of the concepts, skills, and processes the standard requires and can readily apply this knowledge in a variety of settings.

**Meeting (3)** = The student has a thorough knowledge, understanding, and application of the concepts, skills, and processes the standard requires.

**Developing (2)** = The student is gaining understanding of the concepts, skills, and processes the standard requires, but has not been able to consistently demonstrate the learning.

**Beginning (1)** = The student is just starting to understand the concepts, skills, and processes the standard requires and needs consistent support

**Characteristics of Successful Learners:**

*Listens and follows directions  
Works cooperatively  
Takes responsibility  
Displays self-discipline  
Completes daily work  
Respects self and others*

**Reading Comprehension**

- understand key details when reading books
- read stories, fables, and folktales from diverse cultures
- describe how characters respond to major events and challenges in texts
- compare and contrast different versions of the same story
- read for personal enjoyment, interest, and academic tasks
- know and use text features like captions, bold print, subheadings, indexes, and icons to locate information
- explain how images contribute to the meaning of texts

**Phonics and Spelling**

- distinguish long and short vowels and how they are spelled

**Reading Fluency**

- read grade two texts with accurately and fluently to support understanding

**Writing**

- write to inform, persuade, and tell stories
- work with others to research interesting topics

**Speaking, Listening, Viewing, and Media Literacy**

- create audio recordings and visual displays

**Grammar and Vocabulary**

- write compound sentences
- use capitalization, contractions, and possessives
- determine or clarify the meaning of unknown and multiple-meaning words

**Compare and Represent Whole Numbers**

- read, write, and represent whole numbers up to 1,000
- use place value to describe numbers
- find 10 more/less and 100 more/less than a number
- round to the nearest 10 or 100
- compare and order numbers

**Whole Number Addition and Subtraction and Fact Fluency**

- use strategies and relationships to generate basic addition/subtraction facts
- demonstrate fact fluency
- estimate the difference in sums
- use mental math and various algorithms to add and subtract
- solve real world addition and subtraction problems
- use addition and subtraction to obtain information from charts and graphs

**Number Patterns**

- identify, create, and describe addition and subtraction patterns

**Number Sentences**

- interpret and represent addition and subtraction situations
- use models and create situations to represent a given number sentence
- represent and find values for unknowns in an addition or subtraction problem

**Shapes**

- classify and compare shapes according to faces, sides, edges, vertices
- name basic two- and three-dimensional shapes

**Measurement**

- use a ruler to measure length in inches or centimeters
- understand the size of the unit determines the number of units needed for length
- tell time to the quarter hour
- determine the value of given coins and create combinations of equal values

**Problem Solving**

- use math talk to communicate and explain thinking
- use problem solving strategies

**The Practice of Science**

- describe and solve problems through trial and error

**The Practice of Engineering**

- explore materials constructively during free exploration
- design and make an object to solve a problem

**Physical Science: Describing Matter and Motion**

- investigate concepts of balance, counterweight, stability and motion
- construct and observe objects that balance, spin and roll
- describe why some materials are better than others for a project
- explain how man-made tools help people
- describe how push and pull forces can make objects move
- describe how gravity affects constructed objects
- tell about an object's properties including: color, size, shape, weight, texture, flexibility, and strength

**Living Systems: Interdependence Within the Earth System**

- explain how water can be a solid or a liquid
- measure the weather using common tools, record observations and describe weather conditions

**Living Systems: Structure and Function of Living Systems**

- describe and sort plants according to their characteristics

**Living Systems: Interdependence Among Living Systems**

- recognize the needs of plants and describe the life cycle of a plant

**Living Systems: Adaptations Within Living Systems**

- make questions and find answers through careful observation of nature

**Civics: Rights, Responsibilities, and Processes**

- explain importance of voting and the importance of constitutions
- compare rights and responsibilities at school and at home

**Economics: Choices and Trade**

- demonstrate how to set a goal and why goals are important
- explain the trade-offs in a decision
- classify resources as natural, capital, or human resources
- explain the uses of money

**Geography: Humans and the Environment**

- sketch maps to show familiar places and describe information found on maps
- locate features on a map or globe and use cardinal directions to do so
- use maps and other tools to identify landmarks or physical features of the U.S
- use tools to answer basic questions about where people are located
- identify causes and effects of the interaction between humans and environment

**Historical Thinking and Historical Records**

- use and create calendars and timelines to chronicle events
- use historical records and artifacts to describe how life has changed over time

**People, Cultures, and Change Over Time**

- compare and contrast daily life for Ojibwe peoples in different times
- describe how culture reflects the history, daily life, and beliefs of its people