



English Language Arts

Course Documents

Grade 2

Grade 2 English Language Arts Course Overview

Course Description

The goal in Language Arts for second grade students is to become independent readers and writers. They will be immersed in language rich environments in which they will have daily opportunities to read, write, speak and listen for many purposes; using technology when appropriate. Students will work both collaboratively and independently to strengthen their communication skills in a multitude of ways. The classroom environment will be a place where student growth is recognized, nurtured and supported throughout the year.

Second grade students will build on foundational skills through immersion in a literate environment. By the end of second grade, students will read silently and independently, solving words smoothly and automatically. Students will be able to read and understand the characteristics of multiple genres. They will also be able to read and understand more complex texts with elaborate plots and multiple characters that develop and change over time. Students will be able to identify and use non-fiction structures to understand informational texts. Using what they have learned from reading, students will plan, organize and write pieces for a variety of purposes such as collaborative research projects, narratives, and opinion pieces.

Topics at a Glance

Reading Literature and Informational

- Key ideas and details
- Craft and structure
- Integrate knowledge and ideas
- Range of reading and level of text complexity

Writing

- Text types and purposes
- Production and distribution
- Research to build and present knowledge

Language

- Conventions of Standard English
- Vocabulary acquisition and use

Speaking and Listening

- Comprehension and collaboration
- Presentation of knowledge and ideas

Foundational Skills

- Print concepts
- Phonological awareness
- Phonics and word recognition
- Fluency

Assessments

Screeners, benchmark and summative assessments will be used along with assessments evaluated formatively to plan lessons and provide focused feedback to students. Below are some assessment examples:

- Observations/conversations/work samples
- Group/individual projects – performance tasks
- District/state literacy assessment
- Informal running records
- District writing assessment
- Anecdotal notes
- Peer/self-assessment

Portrait of a Literate Student

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

Grade Level Expectations

- Use evidence from the text to discuss key details, the central message, and how characters respond to events and challenges.
- Notice and describe author's craft through organization, word choice, and characters' point of view.
- Use information gained from illustrations and words in a text to compare and contrast two or more versions of the same story.
- Discuss and connect the main topic and key ideas and details in various informational texts.
- Identify and use various text features and vocabulary to help determine the author's purpose.
- Identify and describe specific details and images to compare and contrast the most important points of two texts on the same topic.
- Read and comprehend grade-level text.
- Use purpose and audience to compose opinion, informational, and narrative writing.
- Use peer and teacher feedback to strengthen writing by revising and editing; incorporating technology.
- Collaborate with peers to gather information and complete a research and/or writing projects.
- Participate in discussions in whole-group, small group, and with partners; asking and answering questions.
- Present ideas and information with detail, through various methods of communication.
- Use grade level appropriate conventions (grammar, capitalization, punctuation and spelling) when speaking and writing.
- Use language based on setting and audience.
- Determine and use word meanings to communicate messages.

Instructional Strategies

Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:

- Interactive read aloud
- Whole group lessons
- Small group lessons
- One-to-one conferencing
- Partnership discussions
- Guided practice
- Independent practice

Resources used:

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

Pinnell, G., & Fountas, I. (2011). *The Continuum of Literacy Learning: Grades PreK-8*. Portsmouth: Heinemann.



Mathematics

Content Essential Documents

Grade 2

Grade 2 Mathematics Course Overview

Course Description	Topics at a Glance
<p>In Grade 2, instructional time should focus on four critical areas:</p> <p>Students can count and compare in fives, tens, and hundreds. Students understand multi-digit numbers (up to 1000) recognizing that the digits in each place represent amounts of hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).</p> <p>Students will fluently add and subtract within 100. They solve problems within 1000 by using different strategies with a focus on place value. Students will explain how they solve the problem. They can use mental math to calculate sums and differences for numbers with only tens or only hundreds.</p> <p>Students recognize the need for standard units of measure (centimeter and inch). Students understand which tools and units to use when measuring length.</p> <p>Students will recognize and draw shapes having specified attributes. Students will recognize shapes within shapes.</p>	<ul style="list-style-type: none"> ● Use an equation to represent a solved problem ● Use a variety of strategies to solve a problem ● Adding and subtract within 100 ● Fluently add and subtract within 20 ● Work with equal groups of objects ● Identify number of hundreds, tens and ones in a three-digit number ● Compare numbers using $>$, $<$, $=$ ● Add two-digit and three-digit numbers ● Subtract two-digit and three-digit numbers ● Measure and compare lengths using standard measuring tools ● Tell time to hour, half hour, and 5 minutes ● Identify coins, know the values, and define the equivalencies ● Collect, organize, represent, and interpret data ● Identify and compare two-dimensional and three-dimensional shapes
Assessments	Standards for Mathematics Practice
<ul style="list-style-type: none"> ● Observation ● Assessments selected from adopted curriculum resources. ● Common Assessments 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with Mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. <p><i>(Common Core State Standards Initiative 2012 http://www.corestandards.org/Math/Content/K/introduction)</i></p>

Grade Level Expectations

- Represent and solve one and two step word problems within 100
- Work with equal groups of objects to gain foundations for multiplication
- Understand place value and use it to add and subtract
- Choose the appropriate tool to measure and compare the length of a given object
- Use tools and units of measurement to gain information
- Represent and interpret data
- Identify shapes and their attributes
- Partition a whole into equal parts

Instructional Strategies

- Whole group instruction
- Small group instruction
- One-on-one
- Think-pair-share
- Think aloud
- Math talk
- Math notebooks
- Math Stations
- Guided practice
- Independent practice
- Review and practice



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Science

Course Documents

Grade 2

Grade 2 Science Course Overview

Course Description	Topics at a Glance
<p>Second grade science is rich in content and hands-on activities. The experiences provided will help students capture the knowledge and skills needed to be scientific thinkers and problem-solvers in our ever changing world.</p> <p>Students in second grade will explore the patterns found in our world. These cause and effect patterns can be found within matter, land features, and ecosystems. Second graders will investigate the properties and changes in the states of matter. The effects of wind and water on land features will be studied. Students will determine what plants need to survive. In addition, they will recognize the relationship between plants and animals.</p> <p>Second graders will discover problems around these topics and create solutions in order to become thoughtful, global citizens.</p>	<p>Physical Science</p> <ul style="list-style-type: none"> ● Matter and energy <ul style="list-style-type: none"> ● States and properties of matter ● Changes in the states of matter <p>Earth and Space Science</p> <ul style="list-style-type: none"> ● Land features and bodies of water <ul style="list-style-type: none"> ● Changes caused by wind and water <p>Life and Environmental Science</p> <ul style="list-style-type: none"> ● Plants and animals <ul style="list-style-type: none"> ● Pollination and seed dispersal ● Diversity of living things and their habitats
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● District Assessments ● Formative Assessments ● Observations/Conversations/Work Samples ● Anecdotal notes ● Peer/Self-Assessment ● Performance Tasks 	<p style="text-align: center;">Science and Engineering Practices</p> <ul style="list-style-type: none"> ● Ask questions and define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Use mathematics and computational thinking ● Construct explanations and design solutions ● Engage in argument from evidence ● Obtain, evaluate, and communicate information.
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● Classify matter and describe its properties and purposes. ● Use patterns to predict changes between the states of matter. ● Explain how wind and water are constantly changing and shaping the Earth’s surface at various rates. ● Explain the relationship between plants and animals in various habitats. ● Conduct an investigation to determine if plants need sunlight and water to grow. 	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● Interactive read aloud ● Whole group lessons ● Small group lessons ● One-to-one conferencing ● Modeling ● Independent practice

Resources Used:

Instruction, W. D. (2017). *Wisconsin Department of Public Instruction*. Retrieved 2018, from Wisconsin Standards for Science:

<https://dpi.wi.gov/sites/default/files/imce/science/wi-standards-for-science-2017.pdf>

States, N. L. (2013). *Next Generation Science Standards*. Retrieved 2015, from Next Generation Science Standards, For States, By States: <http://www.nextgenscience.org/next-generation-science-standards>



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Social Studies

Course Documents

Grade 2

Grade 2 Social Studies Course Overview

Course Description	Topics at a Glance
<p>The goal in social studies is for second grade students to learn and participate collaboratively in a classroom that integrates the disciplines of geography, history, political science and citizenship, economics and behavioral sciences. Students will read, write, speak, listen and think deeply as they explore a greater understanding of community with more emphasis on the local level. Students will become critical thinkers as they explore multiple sources of information. They will become responsible and active citizens.</p> <p>Second grade students will develop the skills needed to become responsible and active citizens by exploring the world around them. They will develop an understanding and respect for various cultures within their environment through interactions, celebrations, and customs. Students will understand how communities grow and change over time by learning about perspectives of people and events from the past. They will recognize how rules, laws, and civic virtues can enhance their community. They will recognize roles of leadership in government. Students will know that goods, services and money have a role in the economy in order to be better producers, consumers, and economic citizens. These skills work together to promote a well-rounded citizen, who contributes to fostering a successful community.</p>	<p>Geography</p> <ul style="list-style-type: none"> ● People, places and environments <ul style="list-style-type: none"> ○ Local community ○ Maps and physical features ○ Economic and cultural environments <p>History</p> <ul style="list-style-type: none"> ● Time, continuity, and change <ul style="list-style-type: none"> ○ Change over time ○ Historical perspectives and events ○ Sources of historical information <p>Political Science and Citizenship</p> <ul style="list-style-type: none"> ● Power, authority, governance and responsibility <ul style="list-style-type: none"> ○ Function of government ○ Decision-making and leadership <p>Economics</p> <ul style="list-style-type: none"> ● Production, distribution, exchange, consumption <ul style="list-style-type: none"> ○ Money management ○ Role of goods and services in the economy <p>Behavioral Sciences</p> <ul style="list-style-type: none"> ● Individuals, institutions, and cultures <ul style="list-style-type: none"> ○ Cultural awareness and contributions ○ Media sources and influences
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● District Assessments ● Formative Assessments ● Observations/Conversations/Work Samples ● Anecdotal notes ● Peer/Self-Assessment ● Performance Tasks 	<p style="text-align: center;">Portrait of a Student Citizen</p> <ol style="list-style-type: none"> 1. Have an awareness of changing cultural and physical environments. 2. Know the past. 3. Read, write, listen, speak and think deeply. 4. Act in ways that promote the common good. 5. Participate in a democratic society. 6. Navigate an increasingly complex world.

Grade Level Expectations	Instructional Strategies
<ul style="list-style-type: none"> ● Use maps to interpret physical and cultural characteristics of an area. ● Explain how resources in a geographical area affect people living in that area. ● Evaluate why and how events occurred in history. ● Compare and contrast change over time. ● Explain the basic role of government in the community. ● Explain the role of money in a community. ● Demonstrate how to manage personal finances. ● Describe how cultures influence our world. 	<p>Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:</p> <ul style="list-style-type: none"> ● Interactive read aloud ● Whole group lessons ● Small group lessons ● One-to-one conferencing ● Partnership discussions ● Guided practice ● Independent practice

Resources used:

National Council for the Social Studies NCSS. (2013). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. Silver Spring: NCSS.

Wisconsin Department of Public Instruction. (1998). *Wisconsin Model Academic Standards for Social Studies Introduction*. Retrieved 2015, from Wisconsin Department of Public Instruction: http://standards.dpi.wi.gov/stn_ssintro

Wisconsin Department of Public Instruction. (2006). *Wisconsin Model Academic Standards for Personal Financial Literacy*. Retrieved 2015, from Wisconsin Department of Public Instruction: <http://standards.dpi.wi.gov/sites/default/files/imce/standards/pdf/pfl.pdf>

Wisconsin Department of Public Instruction. (2014). *American Indian Studies Program*. Retrieved 2014, from Wisconsin Department of Public Instruction: <http://dpi.wi.gov/amind>



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Art

Course Documents

Grade 2

Grade 2 Art Course Overview

Course Description

In order to be successful in our global society, students need to be creative problem solvers and critical thinkers. The visual arts provide students with tools and knowledge that will help them become college, career, and community ready in any chosen path. The Green Bay Area Public Schools will ensure that art students develop lifelong learning skills by introducing and building upon the areas of creating, presenting, responding, and connecting to art at each grade level.

Second grade artists will build upon their skills in a variety of art media techniques, including cutting, gluing, drawing, painting, sculpting, and weaving. They will work with others to brainstorm ideas for art. Children will learn the artist's way of using tools and materials safely while creating art and developing their fine motor skills. They will identify and use basic art elements and principles of design, including geometric vs. organic shapes, shapes and forms, secondary colors, rainbow order of colors, real and visual texture, space, repetition, variety, and balance, while looking at and making art. Students will use art vocabulary to talk about art, and will be able to identify themes, moods, and emotions in works of art. Second grade artists will create works of art about their life experiences, and will compare and contrast how art was used in different cultures, places, and times.

Art education provides a pathway for developing literacy skills, understanding math concepts, and facilitating cross-cultural understanding. In art class, students will work on ways of connecting their art knowledge to other subject areas, everyday life events, and the world in which they live. Students who participate in visual art education increase their 21st century skills, including decision-making, strategy-building, planning, creativity, innovation, perseverance, and reflection.

Topics at a Glance

Creating

- Brainstorm ideas for art
- Know and use age-appropriate art vocabulary
 - Geometric vs. organic shapes
 - Shapes and forms
 - Secondary colors
 - Rainbow order of colors (ROYGBIV)
 - Real/actual and visual/implied texture
 - Visual space - horizon line
 - Repetition and Variety
 - Symmetrical balance
- Build upon basic art skills
 - Cutting
 - Gluing
 - Drawing
 - Painting
 - Sculpting
 - Weaving
- Demonstrate safe and proper art procedures

Presenting

- Categorize works of art based on a theme or concept
- Recognize basic techniques for the presentation of art

Responding

- Look at and talk about art using art vocabulary

Connecting

- Connect everyday life experiences to your art
- Talk about art from different cultures, places, and times

<p>Grade Level Expectations</p> <ul style="list-style-type: none"> ● Work with others to generate solutions to an art or design problem. ● Create art using a variety of tools and materials. ● Be respectful, responsible, and safe when using art materials and tools. ● Categorize works of art for an exhibition based on a theme or concept. ● Recognize basic techniques for the presentation of art. ● Talk about art using art vocabulary. ● Explain how an artist created a mood or emotion in a work of art. ● Describe how the art elements and principles of design are used in a work of art. ● Create works of art about your life experiences. ● Compare and contrast cultural uses of artwork from different times and places. 	<p>Standards For Course</p> <p>Creating</p> <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. <p>Performing</p> <ol style="list-style-type: none"> 4. Analyze, interpret, and select artistic work for presentation. 5. Develop and refine artistic work for presentation. 6. Convey meaning through the presentation of artistic work. <p>Responding</p> <ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. <p>Connecting</p> <ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
<p>Assessments</p> <p><u>Formative Assessments</u></p> <p>e.g. preliminary sketches, artwork in progress, classroom discussions, verbal or written quizzes, Google forms, graphic organizers, journaling, notes, online student response systems, exit slips, photographs and videos, baseline assessments, comparison against a rubric or checklist, summaries</p> <p><u>Summative Assessments</u></p> <p>e.g. completed artwork, verbal or written quizzes, presentations, reflections, comparison against a rubric or checklist</p> <p><u>Common Assessments</u></p> <p>Developed from Standards Based Essential Questions</p> <p>e.g.</p> <ul style="list-style-type: none"> ● common rubrics (learning targets and skills) 	<p>Instructional Strategies</p> <ul style="list-style-type: none"> ● Whole group instruction ● Small group instruction ● Collaborative groups ● One-on-one conferencing ● Guided practice ● Independent practice ● Modeling ● Differentiation ● Process-based learning ● Read-alouds ● Brainstorming ● Artist’s sketchbook ● Web-based resources ● Videos and multimedia presentations ● Virtual tours of museums and exhibitions

Resources Used:

National Coalition for Core Arts Standards. (2014). *National core arts standards*. Dover, DE: State Education Agency Directors of Arts Education.

Wisconsin Department of Public Instruction. (2000). *Wisconsin's model academic standards for art and design education*. Madison, WI: Authors



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Health

Course Documents

Grade 2

Grade 2 Health Course Overview

<p style="text-align: center;">Course Description</p> <p>In Grades 1 and 2, students will begin to distinguish between the dimensions of health. To maintain their physical health, second graders extend their knowledge of healthy behaviors, including ways to stay safe, preventing diseases, practicing proper hygiene, being physically active, and choosing healthy foods. They will continue to identify different feelings and distinguish between needs and wants. To have positive relationships with others, students will continue to learn about cooperation, respect, and friendship. They will identify trusted adults and role models who can help them stay healthy. Students will continue identifying how emotions and external influences impact their health. In relation to their development, they will learn about how body size, abilities, and emotions change throughout childhood. They will learn about the decision-making model and setting health goals. They will continue practicing appropriate communication skills in different situations to make healthy choices.</p>	<p style="text-align: center;">Topics at a Glance</p> <p>Dimensions of Health</p> <ul style="list-style-type: none"> ● Physical, Emotional, Social, Environmental/Community <p>Physical Health</p> <ul style="list-style-type: none"> ● Safety <ul style="list-style-type: none"> ○ Transportation and Playground ○ Strangers ○ Emergency and unsafe situations ● Communicable disease <ul style="list-style-type: none"> ○ Symptoms, Prevention, Treatment ● Hygiene ● Exercise ● Nutrition <p>Emotional Health</p> <ul style="list-style-type: none"> ● Needs and wants ● Feelings ● Emotions <p>Social Health</p> <ul style="list-style-type: none"> ● Cooperation, respect, friendships <p>Environmental/Community Health</p> <ul style="list-style-type: none"> ● Trusted adults ● Role models ● Influences of family, peers, and media <p>Growth and Development</p> <ul style="list-style-type: none"> ● Childhood changes and stages <ul style="list-style-type: none"> ○ Size, physical and mental abilities, emotions <p>Skills</p> <ul style="list-style-type: none"> ● Choosing healthy behaviors ● Health goals ● Verbal and nonverbal communication ● Refusal skills ● Encouraging others
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● Describe behaviors that impact multiple areas of personal health. ● Describe ways to prevent and seek treatment for common accidents and injuries. ● Explain importance of healthy behaviors. ● Identify and discuss internal and external influences on health behaviors. 	<p style="text-align: center;">Standards for Health Education</p> <ol style="list-style-type: none"> 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health. 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 3. Students will demonstrate the ability to access valid information and products and services to enhance health.

<ul style="list-style-type: none"> ● Identify and describe ways to locate people in the community who can help promote health. ● Demonstrate effective verbal and nonverbal communication skills. ● Apply communication skills that can improve health and reduce health risks. ● Identify steps in the decision-making process. ● Determine when assistance is needed when making a health-related decision. ● Identify a personal health goal and how it can be achieved. ● Demonstrate health-enhancing behaviors. ● Identify and express health needs and personal wants. ● Communicate knowledge of healthy and unhealthy behaviors. ● Identify positive role models. ● Encourage friends and classmates to make healthy choices. 	<ol style="list-style-type: none"> 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 5. Students will demonstrate the ability to use decision-making skills to enhance health. 6. Students will demonstrate the ability to use goal-setting skills to enhance health. 7. Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks. 8. Students will demonstrate the ability to advocate for personal, family, and community health.
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● Observation ● Assessments selected from adopted resources ● Student Conference ● Discussion - large and small group ● Think-Pair-Share ● Role Play ● Self-Assessment ● Group Response ● Journaling (pictures and writing) ● Quizzes 	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● Role-playing ● Modeling ● Individual and group discussions ● Scenario Cards ● Cooperative Learning ● Guided Practice ● Artwork, Posters, Photos ● Stories, Read-alouds ● Guest Speakers ● Videos

Resources Used:

Joint Committee on National Health Education Standards. (1995). *National health education standards: Achieving health literacy*. Atlanta, GA: American Cancer Society.

Joint Committee on National Health Education Standards. (2007). *National health education standards (2nd ed.): Achieving excellence*. Atlanta, GA: American Cancer Society.

Wisconsin Department of Public Instruction. (2011). *Wisconsin standards for health education*. Madison, WI: Auth



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Music

Course Documents

Grade 2

Grade 2 General Music Course Overview

<p style="text-align: center;">Course Description</p> <p>In Second Grade, students will continue to develop their knowledge of the elements of music through a variety of experiences. They will use and apply their musical vocabulary and literacy skills as they strengthen their musical foundation by singing, listening, moving, playing instruments, creating, and evaluating. This foundation is the basis for students to develop a lasting appreciation, enjoyment and understanding of music while building positive character traits and skills necessary for lifelong success.</p>	<p style="text-align: center;">Topics at a Glance</p> <ul style="list-style-type: none"> ● Creating <ul style="list-style-type: none"> ○ Improvisation ○ Composition ○ Musical phrases ● Performing <ul style="list-style-type: none"> ○ Singing expressively ○ Playing classroom instruments <ul style="list-style-type: none"> ■ Melodic and rhythmic ● Responding <ul style="list-style-type: none"> ○ Voices: solo and group ○ Movement ○ Reading music <ul style="list-style-type: none"> ■ Standard or symbolic notation ■ Music symbols and terminology ○ Instrument sounds ● Connecting <ul style="list-style-type: none"> ○ Personal experiences ○ Daily life ○ Other school subjects
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● Create musical patterns and notate musical ideas. ● Read and perform a variety of music with expression. ● Perform appropriate for the audience and purpose. ● Discuss preferences and respond to contrasts in music. ● Use knowledge of music concepts and personal preferences to evaluate music. ● Recognize connections between music and personal experience, daily life, and other disciplines. 	<p style="text-align: center;">Standards for Music Education</p> <p>Creating</p> <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. <p>Performing</p> <ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. <p>Responding</p> <ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. <p>Connecting</p> <ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art.

	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● Observation ● Performance assessments ● Self-assessment ● Written assessments ● Formative and summative assessments ● Assessments selected from adopted curriculum resources 	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● Whole group instruction ● Small group instruction ● Collaborative learning ● Activity centers ● One-on-one ● Guided practice ● Independent practice ● Review and practice ● Modeling

Resources Used:

National Coalition for Core Arts Standards. (2014). *National core arts standards*. Dover, DE: State Education

Agency Directors of Arts Education.

Wisconsin Department of Public Instruction. (1997). *Wisconsin's model academic standards for Music*.

Madison, WI: Authors.



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Physical Education

Course Documents

Grade 2

Grade 2 Physical Education Course Overview

Course Description	Topics at a Glance
<p>In Pre-Kindergarten through Grade 2, students learn basic movement skills to move efficiently and safely. Second graders will perform the basic movement skills and concepts with some efficiency, while using different speeds, pathways, and directions. They will continue developing manipulative skills toward more mature patterns. Students demonstrate appropriate body control and spatial awareness. They will recognize the physical changes as a result of physical activity, including heart rate, perspiration, and increased breathing as well as being introduced to the concept of fitness.</p>	<p>Movement Concepts</p> <ul style="list-style-type: none"> ● Spatial awareness <ul style="list-style-type: none"> ○ Where the body moves ● Effort <ul style="list-style-type: none"> ○ How the body moves ● Spatial relationships <ul style="list-style-type: none"> ○ With people, objects, body parts <p>Movement Skills</p> <ul style="list-style-type: none"> ● Locomotor skills <ul style="list-style-type: none"> ○ Fundamental body movements ● Manipulative skills <ul style="list-style-type: none"> ○ Moving and controlling objects with body or equipment ● Non-locomotor skills <ul style="list-style-type: none"> ○ Body management <p>Rhythmic Movement</p> <ul style="list-style-type: none"> ● Moving body to music <p>Fitness Concepts</p> <ul style="list-style-type: none"> ● Muscular strength ● Muscular endurance ● Cardiovascular endurance ● Flexibility ● Nutrition <p>Interpersonal Relationships</p> <ul style="list-style-type: none"> ● Sportsmanship ● Working with partners ● Safety ● Feedback
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● Apply basic locomotor and non-locomotor skills in small-sided activities. ● Perform fundamental manipulative skills with control. ● Safely moves through a dynamic environment by changing directions, pathways, and speeds. ● Apply movement terminology to skills. ● Choose to be physically active by engaging in many types of physical activities. ● Identify the body’s normal reactions to moderate and vigorous activity. 	<p style="text-align: center;">Standards for Physical Education</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

<ul style="list-style-type: none"> ● Recognize the importance of participating in physical activities to improve physical fitness. ● Accept responsibility for safe practices of rules, etiquette, and positive social interactions. ● Accept teacher feedback. ● Demonstrate respect for self, others, and equipment appropriate to grade level. ● Work through difficult skills without giving up. ● Recognize that both exercise and nutrition are important to health. 	
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● Observation ● Assessments selected from adapted curricular resources ● Skill tests ● Fitness tests ● Self-Assessment ● Student conference ● Group response/hand signals ● Think-Pair-Share ● Exit question ● Resources 	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● Guided Discovery/Movement Exploration ● Individual/partner and large group work ● Gradual Release of Responsibility ● Low organized activities ● Movement challenges ● Stations ● Goal setting

Resources Used:

Graham, G., Holt/Hale, S.A., Parker, M. (2012). *Children moving: A reflective approach to teaching physical education*. (9th ed.). New York: McGraw-Hill.

Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27-30.

SHAPE America. (2013). *Grade-level outcomes for K-12 physical education*. Reston, VA: Author.

Whitehead, M. (2010). What is physical literacy and how does it impact physical education? In Capel, S. & Whitehead, M. (Eds.), *Debates in physical education*. (37-52). New York: Routledge.

Wisconsin Department of Public Instruction. (2010). *Wisconsin standards for physical education*. Madison, WI: Author



Green Bay Area
Public School District
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School Counseling

Content Documents

Grade 2

Grade 2 School Counseling Course Overview

Description	Topics at a Glance
<p>In Grade 2, students continue to focus on social/emotional development, while starting to work more on building skills for academic and career success. Students will learn how to proactively use strategies to manage emotions. They will continue to learn about their role in communities and relationships with others, including working together toward common goals and accepting cultural diversity. Students will practice recognizing consequences of their choices, solving problems, and refusing unhealthy or unsafe situations. Finally, they continue to learn how making mistakes can lead to learning, and begin recognizing barriers to their learning and using effective study strategies.</p>	<p>Academic Development</p> <ul style="list-style-type: none"> ● Study strategies <ul style="list-style-type: none"> ○ Types of strategies ○ Barriers to learning ● Confidence in ability to learn <ul style="list-style-type: none"> ○ Effort and talent ● Adaptability and flexibility <ul style="list-style-type: none"> ○ Try new methods <p>Career Development</p> <ul style="list-style-type: none"> ● Self-discovery and exploration <ul style="list-style-type: none"> ○ Skills for success ○ Interests, abilities, and jobs ● Teambuilding <ul style="list-style-type: none"> ○ Cooperating with others <p>Social/Emotional Development</p> <ul style="list-style-type: none"> ● Problem solving <ul style="list-style-type: none"> ○ Solving little problems ● Self-regulation <ul style="list-style-type: none"> ○ Strategies ○ Triggers and warning signs ● Personal safety <ul style="list-style-type: none"> ○ Choices and consequences ● Relationships <ul style="list-style-type: none"> ○ Intentional kindness ○ Good friends ○ Others' points of view ● Advocacy <ul style="list-style-type: none"> ○ Asking for help ○ Role and impact in community ● Diversity <ul style="list-style-type: none"> ○ Physical and cultural differences
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● Identify and practice learning expectations to be successful in school and community. ● Identify and practice self-management skills that lead toward personal growth. ● Identify and use prosocial behaviors when interacting with peers and adults. 	<p style="text-align: center;">School Counseling Mindset Standards</p> <ol style="list-style-type: none"> 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. 2. Self-confidence in ability to succeed. 3. Sense of belonging in the school environment. 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success. 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. 6. Positive attitude toward work and learning.

Assessments	Instructional Strategies
<ul style="list-style-type: none"> ● Observation ● Assessments selected from adopted resources ● Student conference ● Discussion - large and small group ● Think-Pair-Share ● Role-play ● Self-assessment ● Group response ● Journaling (pictures and writing) ● Quizzes 	<ul style="list-style-type: none"> ● Role-playing ● Modeling ● Individual and group discussions ● Scenario cards ● Cooperative learning ● Guided practice ● Artwork, posters, photos ● Stories, read-alouds ● Guest speakers ● Videos

Resources Used:

American School Counselor Organization. (2014). *Mindsets and behaviors for student success: K-12 college- and career-readiness standards for every student*. Alexandria, VA: Authors