



English Language Arts

Course Documents

Kindergarten

Kindergarten English Language Arts Course Overview

<p style="text-align: center;">Course Description</p>	<p style="text-align: center;">Topics at a Glance</p>
<p>The goal in English Language Arts for kindergarten students is to see themselves as readers and writers and to become self-regulated (independent) learners. They will be immersed in language rich environments in which they will have many opportunities to read, write, speak and listen for many purposes. They will work both collaboratively and independently in order to build confidence, relationships, and to become deep thinkers, readers, writers, and communicators.</p> <p>Kindergarten students will develop foundational skills through immersion in a literate environment. By the end of kindergarten, with prompting and support students will be able to track print with their eyes over two to six lines per page. They will notice a range of punctuation and read dialogue. Meaning will be reflected through phrasing. Students will be able to read and write for a variety of purposes, and will monitor their reading and cross-check one source of information with another.</p>	<p>Reading Literature and Informational</p> <ul style="list-style-type: none"> ● Key ideas and details ● Craft and structure ● Integrate knowledge and ideas ● Range of reading and level of text complexity <p>Writing</p> <ul style="list-style-type: none"> ● Text types and purposes ● Production and distribution ● Research to build and present knowledge <p>Language</p> <ul style="list-style-type: none"> ● Conventions of standard English ● Vocabulary acquisition and use <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● Comprehension and collaboration ● Presentation of knowledge and ideas <p>Foundational Skills</p> <ul style="list-style-type: none"> ● Print concepts ● Phonological awareness ● Phonics and word recognition ● Fluency
<p style="text-align: center;">Assessments</p> <p>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:</p> <ul style="list-style-type: none"> ● Observations/conversations/work samples ● Group/individual projects – performance tasks ● District/state literacy assessment ● Running records ● District writing assessment ● Anecdotal notes ● Peer/self-assessment 	<p style="text-align: center;">Portrait of a Literate Student</p> <ol style="list-style-type: none"> 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.
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● Discuss key details in a text. ● Identify types of text, author and illustrator, parts of a book and unknown words. ● Use combination of text and illustrations to notice similarities and differences between and within texts. 	<p style="text-align: center;">Instructional Strategies</p> <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 alouds ● Whole group lessons ● Small group lessons

<ul style="list-style-type: none"> ● Discuss and connect key details in a text. ● Identify parts of a book, author, illustrator and unknown words. ● Use a combination of text and features to notice similarities and differences between two texts on the same topic. ● Read and comprehend grade level text. ● Read, draw, and write a variety of text types for specific purposes. ● Use peer and teacher feedback to strengthen and change writing, incorporating technology. ● Work with peers to gather information and complete a writing project. ● Participate in conversations by sharing ideas and asking questions. ● Present ideas in a clear and specific manner. ● Communicate with proper grammar and conventions when speaking and writing. ● Determine meaning and vocabulary within a familiar text. ● Derive and express meaning and vocabulary through a familiar context. 	<ul style="list-style-type: none"> ● One-to-one conferencing ● Partnership discussions ● Guided practice ● Independent practice
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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.



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Mathematics

Course Documents

Kindergarten

Kindergarten Mathematics Course Overview

Course Description	Topics at a Glance
<p>In Kindergarten, instructional time focuses on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space.</p> <p>Kindergarten students use numbers, including written numerals, to represent quantities and to solve problems, such as counting objects in a set; counting out a given number of objects; comparing sets of numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$.</p> <p>Kindergarten students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. (Common Core State Standards Initiative 2012)</p>	<ul style="list-style-type: none"> ● Counting within 100. ● Compare quantities to 20. ● Instantly recognize small quantities. ● One-to-one correspondence and cardinality. ● Represent, model, and solve addition and subtraction problems within 10. ● Use objects to separate a number (up to 10) into two parts (finding partners of a number). ● Fluently add and subtract within 5. ● Compose and decompose teen numbers. ● Compare and order objects according to measurable attributes. ● Sort and classify objects. ● Identify, compose, and compare 2 dimensional and 3-dimensional shapes.
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● Observation ● Assessments selected from adopted curriculum resources 	<p style="text-align: center;">Standards for Mathematics Practice</p> <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)</i></p>

Grade Level Expectations	Instructional Strategies
<ul style="list-style-type: none">● Use numbers to represent quantities and make comparisons.● Use strategies to solve addition and subtraction situations.● Understand teen numbers are ten and some more.● Identify, describe, compare and create shapes.● Use attributes to sort, count, and compare objects.	<ul style="list-style-type: none">● Whole group instruction● Small group instruction● One-on-one● Think-pair-share● Math Stations● Guided practice● Independent practice● Review and practice

Resources used:

North Carolina Department of Education (<http://www.ncpublicschools.org/acre/standards/common-core-tools>)



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Science

Course Documents

Kindergarten

Kindergarten Science Course Overview

Course Description	Topics at a Glance
<p>What is the relationship between living things and their environment? How does weather affect our daily lives? What do effective problem solvers do? When presented with questions like these, kindergarten students will gather and analyze data and use the evidence to justify their solutions.</p> <p>In kindergarten, students will show how strength and direction change the movement of an object. They will describe patterns and variations in local weather and the purpose of weather forecasting to prepare for and respond to different types of weather. Kindergarten students will explore what plants and animals (including humans) need to survive and their relationship with the environment.</p>	<p>Physical Science</p> <ul style="list-style-type: none">• Motion and energy<ul style="list-style-type: none">◦ Pushes and pulls• Energy<ul style="list-style-type: none">◦ Sunlight on Earth’s surface <p>Earth and Space Science</p> <ul style="list-style-type: none">• Weather<ul style="list-style-type: none">◦ Changes, patterns, and forecasting <p>Life and Environmental Science</p> <ul style="list-style-type: none">• Living things<ul style="list-style-type: none">◦ Plants and animals (including humans)• Environments<ul style="list-style-type: none">◦ Changes and relationships
<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.

Grade Level Expectations	Instructional Strategies
<ul style="list-style-type: none"> ● Demonstrate how strength and direction of pushes and pulls affects the motion of an object. ● Explain how sunlight affects the Earth's surface. ● Observe and describe weather patterns and explain decisions humans make based on them. ● Explain the relationship between living things and their environment. 	<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

Kindergarten

Kindergarten Social Studies Course Overview

Course Description	Topics at a Glance
<p>The goal in Social Studies is for kindergarten students to see themselves as an important part of the community in which they live. They will be immersed in a culturally rich environment in which they will have many opportunities to read, draw, write, speak, and listen for many purposes. They will work both collaboratively and independently in order to build confidence, relationships, and to become deep thinkers, communicators and prepared citizens.</p> <p>Kindergarten students will develop a foundational understanding of themselves, families and school communities. By the end of kindergarten, with prompting and support, students will develop a foundational understanding of civic responsibility and problem-solving strategies. They will understand the role that geography and history play in their lives and the lives of others. Students will share their story by discovering their history, culture and traditions, and interests. They will listen and discuss the stories of others. Kindergarteners will have a heightened awareness of peoples' roles and responsibilities, and how they work together for the good of the community. Through this learning they will be motivated to become engaged citizens.</p>	<p>Geography</p> <ul style="list-style-type: none"> ● People, places and environments <ul style="list-style-type: none"> ○ Unique characteristics of places <p>History</p> <ul style="list-style-type: none"> ● Time, continuity, and change <ul style="list-style-type: none"> ○ Change over time <p>Political Science and Citizenship</p> <ul style="list-style-type: none"> ● Power, authority, governance and responsibility <ul style="list-style-type: none"> ○ Roles and responsibilities in a family, a class, and a school <p>Economics</p> <ul style="list-style-type: none"> ● Production, distribution, exchange, consumption <ul style="list-style-type: none"> ○ Relationship between money, goods and services <p>Behavioral Sciences</p> <ul style="list-style-type: none"> ● Individuals, institutions, and cultures <ul style="list-style-type: none"> ○ Characteristics of families, schools and neighborhoods
<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"> ● Identify geographical characteristics that make each place unique. ● Recognize that people, place and things change over time. ● Explain the role I have as a member of my family, my class, and my school. ● Describe the relationship between money, goods and services. ● Acknowledge and identify differences and similarities that exist within the family, school and neighborhood. 	<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

Kindergarten

Kindergarten Art Course Overview

<p><u>Course Description</u></p> <p>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.</p> <p>Kindergarten artists will use their imaginations and creativity as they experiment with a variety of art media techniques, including cutting, gluing, drawing, coloring, and painting. Children will explore 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 line, basic shapes, basic colors, texture, and repetition, while looking at and making art. Students will use art vocabulary to talk about art. Kindergarten artists will create art that tells a story and will talk about why people make art.</p> <p>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.</p>	<p>Topics at a Glance</p> <p>Creating</p> <ul style="list-style-type: none"> ● Generate ideas for art ● Begin to use age-appropriate art vocabulary <ul style="list-style-type: none"> ○ Line ○ Basic shapes ○ Basic colors ○ Texture ○ Repetition ● Explore basic art skills <ul style="list-style-type: none"> ○ Cutting ○ Gluing ○ Drawing/coloring ○ Painting ● Demonstrate safe and proper art procedures <p>Presenting</p> <ul style="list-style-type: none"> ● Make and talk about art <p>Responding</p> <ul style="list-style-type: none"> ● Look at and talk about art <p>Connecting</p> <ul style="list-style-type: none"> ● Create art that tells a story ● Identify a purpose of an artwork
<p>Grade Level Expectations</p> <ul style="list-style-type: none"> ● Use imagination and creativity to generate artistic ideas and work. ● Develop basic skills to create works of art individually or collaboratively. ● Select artworks to display or talk about, and explain why they were chosen. ● Create and refine art that you feel good about sharing. ● Use basic art words to describe, analyze, interpret, and judge artwork. ● Explain uses for art in everyday life. 	<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.

<ul style="list-style-type: none"> ● Create art that tells a story. ● Identify a purpose of an artwork. 	<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><u>Assessments</u></p> <p><u>Formative Assessments</u> 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> e.g. completed artwork, verbal or written quizzes, presentations, reflections, comparison against a rubric or checklist</p> <p><u>Common Assessments</u> Developed from Standards Based Essential Questions e.g.</p> <ul style="list-style-type: none"> ● common rubrics (learning targets and skills) 	<p><u>Instructional Strategies</u></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

Kindergarten

Kindergarten Health Course Overview

Course Description	Topics at a Glance
<p>In Kindergarten, students are introduced to aspects of physical, emotional, and social health. To maintain their physical health, kindergarten emphasizes practicing proper hygiene, ways to stay safe and introduces students to being physically active and choosing healthy foods. Students will identify different feelings and distinguish between needs and wants when making choices. They will also be introduced to the concepts of cooperation in their interactions with peers, how to locate trusted adults and identify role models who can help them stay healthy. Students will learn about the five senses and how the senses help them understand the world. They will also be introduced to the concept of goals. Kindergarteners will practice using appropriate communication skills in different situations and making healthy choices.</p>	<p>Physical Health</p> <ul style="list-style-type: none">● Safety<ul style="list-style-type: none">○ Car, bus, bicycle○ Playground○ Pedestrian○ Strangers○ Emergencies● Illness and disease<ul style="list-style-type: none">○ Symptoms - cold, flu, etc.○ Prevention● Hygiene● Nutrition - healthy snacks <p>Emotional Health</p> <ul style="list-style-type: none">● Needs and wants● Feelings <p>Social Health</p> <ul style="list-style-type: none">● Cooperation <p>Environmental/Community Health</p> <ul style="list-style-type: none">● Trusted adults● Role models <p>Growth and Development</p> <ul style="list-style-type: none">● Five senses <p>Skills</p> <ul style="list-style-type: none">● Choosing healthy behaviors● Identifying goals● Verbal and nonverbal communication● Refusal skills● Encouraging others

<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● With prompting and support, identify healthy behaviors. ● With prompting and support, explains importance of healthy behaviors. ● With prompting, list internal influences on health behaviors. ● Identify people who can help. ● With prompting and support, identify verbal and nonverbal communication skills. ● With prompting and support, apply communication skills that can reduce health risks. ● Identify decisions and recognizes safe and unsafe choices. ● Identify goals. ● With prompting and support, demonstrate health-enhancing behaviors. ● Recognize the difference between healthy and unhealthy behaviors. ● Identify role models who encourage others. 	<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. 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. <p>Students will demonstrate the ability to advocate for personal, family, and community health</p>
<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) 	<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. (2013). *Wisconsin model early learning standards*. Madison, WI: Author.

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



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General Music

Course Documents

Kindergarten

Kindergarten General Music Course Overview

<p style="text-align: center;">Course Description</p> <p>In Kindergarten, students explore music through a variety of experiences that introduce the basic elements of music. Through singing, listening, moving, playing instruments, and creative play, students will begin to build a music foundation. 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"> ○ Musical patterns ○ Improvisation ● Performing <ul style="list-style-type: none"> ○ Singing (games, songs, and chants) ○ Playing classroom instruments ● Responding <ul style="list-style-type: none"> ○ Voices: speaking, singing, whispering, shouting ○ Movement ○ Beat versus no beat ○ Musical opposites <ul style="list-style-type: none"> ■ Loud/soft, fast/slow, high/low ● 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"> ● Explore what it means to create music. ● Explore what it means to perform music. ● Discuss preferences and contrasts in 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>

	<p>10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
<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.



Physical Education

Course Documents

Kindergarten

Kindergarten 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. Kindergarteners will learn basic movement skills and concepts, such as the difference between fast and slow. They will also be introduced to and explore manipulative skills. Students will emphasize body control and spatial awareness. They will recognize the changes to heart rate as a result of physical activity.</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">○ Stability and body control <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● Safety● Feedback

Grade Level Expectations	Standards for Physical Education
<ul style="list-style-type: none"> ● Perform basic locomotor and non-locomotor skills. ● Manipulate various objects with hands and feet. ● With prompting, safely move through space changing directions, pathways, and speeds. ● Choose to be physically active. 	<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.

<ul style="list-style-type: none"> ● Recognize that movement increases heart rate and breathing. ● Follow safe practices to rules, etiquette, and positive social interactions. ● Follow directions in group settings. ● Demonstrate respect for self, others, and equipment appropriate to grade level. ● Participate in new movements and skills for enjoyment. ● Recognize that physical activity is good for one's health. 	<ol style="list-style-type: none"> 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.
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Assessments	Instructional Strategies
<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 	<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**

Engagement. Equity. Excellence.

School Counseling

Content Documents

Kindergarten

Kindergarten School Counseling Course Overview

Description	Topics at a Glance
<p>In kindergarten, students are introduced to skills for academic, career, and social/emotional development, with the emphasis placed on social/emotional development. Students begin to learn about their feelings, managing their emotions, and physical self-regulation. They will begin to learn about their role as part of a classroom community, relationships with others, and that they have the ability to make choices. Finally, they will begin to understand that the brain is able to grow as well as learning strategies and how to be successful in school.</p>	<p>Academic Development</p> <ul style="list-style-type: none"> ● Study strategies <ul style="list-style-type: none"> ○ Characteristics of successful learners ● Confidence in ability to learn <ul style="list-style-type: none"> ○ The brain can “grow” ● Adaptability and flexibility <ul style="list-style-type: none"> ○ Different ways to accomplish tasks <p>Career Development</p> <ul style="list-style-type: none"> ● Self-discovery and exploration <ul style="list-style-type: none"> ○ Roles in the community ○ Job similarities and differences <p>Social/Emotional Development</p> <ul style="list-style-type: none"> ● Problem solving <ul style="list-style-type: none"> ○ Tattling vs. reporting ● Teambuilding <ul style="list-style-type: none"> ○ Original ideas ● Self-regulation <ul style="list-style-type: none"> ○ Feelings ○ Regulation strategies ● Personal safety <ul style="list-style-type: none"> ○ Safe vs. unsafe, healthy vs. unhealthy ○ Choices ● Relationships <ul style="list-style-type: none"> ○ Intentional kindness ○ Compromise and sharing ● Advocacy <ul style="list-style-type: none"> ○ Needs ○ Trusted adults ○ Places and faces in school ○ Impact on classroom community ● Diversity <ul style="list-style-type: none"> ○ Individual similarities and differences
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● Identify and practice basic learning expectations to be successful in school and community. ● Identify and practice basic self-management skills that lead toward personal growth. ● Identify basic 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.
<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) 	<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:

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