## 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
## Grade 2 English Language Arts Course Overview

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Portrait of a Literate Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screeners, benchmark and summative assessments will be used along with</td>
<td>1. Demonstrate independence.</td>
</tr>
<tr>
<td>assessments evaluated formatively to plan lessons and provide focused</td>
<td>2. Build strong content knowledge.</td>
</tr>
<tr>
<td>feedback to students. Below are some assessment examples:</td>
<td>3. Respond to the varying demands of audience, task, purpose, and discipline.</td>
</tr>
<tr>
<td>• Observations/conversations/work samples</td>
<td>4. Comprehend as well as critique.</td>
</tr>
<tr>
<td>• District/state literacy assessment</td>
<td>6. Use technology and digital media strategically and capably.</td>
</tr>
<tr>
<td>• Informal running records</td>
<td>7. Come to understand other perspectives and cultures.</td>
</tr>
<tr>
<td>• District writing assessment</td>
<td></td>
</tr>
<tr>
<td>• Anecdotal notes</td>
<td></td>
</tr>
<tr>
<td>• Peer/self-assessment</td>
<td></td>
</tr>
</tbody>
</table>
# Grade 2 English Language Arts Course Overview

## 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
Grade 2 English Language Arts Course Overview

Resources used:


**Course Description**

In Grade 2, instructional time should focus on four critical areas:

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).

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.

Students recognize the need for standard units of measure (centimeter and inch). Students understand which tools and units to use when measuring length.

Students will recognize and draw shapes having specified attributes. Students will recognize shapes within shapes.

**Topics at a Glance**

- 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 two-digit numbers
- Subtract two-digit and two-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**

- Observation
- Assessments selected from adopted curriculum resources.
- Common Assessments

**Standards for Mathematics Practice**

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.
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.

(Common Core State Standards Initiative 2012
http://www.corestandards.org/Math/Content/K/introduction)
# Grade 2 Mathematics Course Overview

<table>
<thead>
<tr>
<th>Grade Level Expectations</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Represent and solve one and two step word problems within 100</td>
<td>- Whole group instruction</td>
</tr>
<tr>
<td>- Work with equal groups of objects to gain foundations for multiplication</td>
<td>- Small group instruction</td>
</tr>
<tr>
<td>- Understand place value and use it to add and subtract</td>
<td>- One-on-one</td>
</tr>
<tr>
<td>- Choose the appropriate tool to measure and compare the length of a given object</td>
<td>- Think-pair-share</td>
</tr>
<tr>
<td>- Use tools and units of measurement to gain information</td>
<td>- Think aloud</td>
</tr>
<tr>
<td>- Represent and interpret data</td>
<td>- Math talk</td>
</tr>
<tr>
<td>- Identify shapes and their attributes</td>
<td>- Math notebooks</td>
</tr>
<tr>
<td>- Partition a whole into equal parts</td>
<td>- Math Stations</td>
</tr>
<tr>
<td></td>
<td>- Guided practice</td>
</tr>
<tr>
<td></td>
<td>- Independent practice</td>
</tr>
<tr>
<td></td>
<td>- Review and practice</td>
</tr>
</tbody>
</table>
Science

Course Documents

Grade 2
# Grade 2 Course Overview

## Course Description

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.

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.

Second graders will discover problems around these topics and create solutions in order to become thoughtful, global citizens.

## Topics at a Glance

### Physical Science
- Matter and energy
  - States and properties of matter
  - Changes in the states of matter

### Earth and Space Science
- Land features and bodies of water
  - Changes caused by wind and water

### Life and Environmental Science
- Plants and animals
  - Pollination and seed dispersal
  - Diversity of living things and their habitats
### Assessments
- District Assessments
- Formative Assessments
- Observations/Conversations/Work Samples
- Anecdotal notes
- Peer/Self-Assessment
- Performance Tasks

### Science and Engineering Practices
- 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
- 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.

### Instructional Strategies
- Interactive read aloud
- Whole group lessons
- Small group lessons
- One-to-one conferencing
- Modeling
- Independent practice

### Resources Used:


Grade 2 Social Studies Course Overview

### Course Description

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.

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.

### Topics at a Glance

<table>
<thead>
<tr>
<th>Geography</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>- People, places and environments</td>
<td>- Time, continuity, and change</td>
</tr>
<tr>
<td>- Local community</td>
<td>- Change over time</td>
</tr>
<tr>
<td>- Maps and physical features</td>
<td>- Historical perspectives and events</td>
</tr>
<tr>
<td>- Economic and cultural environments</td>
<td>- Sources of historical information</td>
</tr>
<tr>
<td>Political Science and Citizenship</td>
<td>Economics</td>
</tr>
<tr>
<td>- Power, authority, governance and responsibility</td>
<td>- Production, distribution, exchange, consumption</td>
</tr>
<tr>
<td>- Function of government</td>
<td>- Money management</td>
</tr>
<tr>
<td>- Decision-making and leadership</td>
<td>- Role of goods and services in the economy</td>
</tr>
<tr>
<td>Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td>- Individuals, institutions, and cultures</td>
<td></td>
</tr>
<tr>
<td>- Cultural awareness and contributions</td>
<td></td>
</tr>
<tr>
<td>- Media sources and influences</td>
<td></td>
</tr>
</tbody>
</table>

### Assessments

- District Assessments
- Formative Assessments
- Observations/Conversations/Work Samples
- Anecdotal notes
- Peer/Self-Assessment
- Performance Tasks

### Portrait of a Student Citizen

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 2 Social Studies Course Overview

<table>
<thead>
<tr>
<th>Grade Level Expectations</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use maps to interpret physical and cultural characteristics of an area.</td>
<td>Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:</td>
</tr>
<tr>
<td>Explain how resources in a geographical area affect people living in that area.</td>
<td>• Interactive read aloud</td>
</tr>
<tr>
<td>Evaluate why and how events occurred in history.</td>
<td>• Whole group lessons</td>
</tr>
<tr>
<td>Compare and contrast change over time.</td>
<td>• Small group lessons</td>
</tr>
<tr>
<td>Explain the basic role of government in the community.</td>
<td>• One-to-one conferencing</td>
</tr>
<tr>
<td>Explain the role of money in a community.</td>
<td>• Partnership discussions</td>
</tr>
<tr>
<td>Demonstrate how to manage personal finances.</td>
<td>• Guided practice</td>
</tr>
<tr>
<td>Describe how cultures influence our world.</td>
<td>• Independent practice</td>
</tr>
</tbody>
</table>

### Resources used:


Social Studies

Content Essential Documents

Grade 2
Content Area: **Geography** *(Grade 2 Social Studies)*

Standards:
Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.
*(Content Standard A)*

Prepared Graduates:
- Understand and appreciate their own place in the world and foster curiosity about Earth’s wide diversity of environments and cultures.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Use maps to interpret physical and cultural characteristics of an area.
- Explain how resources in a geographical area affect people living in that area.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong> Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td><strong>Geographic Representations: Spatial Views of the World</strong></td>
<td>- How can people use maps to relate to the world around them?</td>
</tr>
<tr>
<td>- Distinguish the difference between cities, states, reservations, national borders and continents. (Act 31)</td>
<td>- What influences how and where people live?</td>
</tr>
<tr>
<td>- Define reservation. (Act 31)</td>
<td><strong>Relevance and Application:</strong> How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td>- Compare and contrast the past and present locations of the Oneida Nation. (Act 31)</td>
<td>- Build diverse relationships.</td>
</tr>
<tr>
<td>- Know that First Nations tribes moved locations during different seasons to be near available resources. (Act 31)</td>
<td>- Understand cultural differences.</td>
</tr>
<tr>
<td>- Construct a representation of a geographical area.</td>
<td>- Explore new restaurants.</td>
</tr>
<tr>
<td>- Represent natural physical features on a map.</td>
<td>- Visit the farmers’ market.</td>
</tr>
<tr>
<td>- Examples: mountain ranges, oceans, rivers</td>
<td>- Attend cultural events within the community.</td>
</tr>
<tr>
<td>- Represent human made physical features on a map.</td>
<td><strong>Nature of Discipline:</strong> The characteristics and view point one keeps as a result of mastering the grade level expectation. Characteristics are taken from Portrait of a Student Citizen.</td>
</tr>
<tr>
<td>- Examples: streets, houses, parks</td>
<td>- Understand changing cultural and physical environments.</td>
</tr>
<tr>
<td>- Use maps, graphs, and photographs, and other representations to describe places and the relationships and interactions that shape them.</td>
<td>- Navigate an increasingly complex world.</td>
</tr>
</tbody>
</table>
| - Examples: technology, globes, Google maps, traditional maps, trail marker trees (Act 31) | **Updated November 2021**
Grade 2 Social Studies
Property of Green Bay Area Public School District
**Human-Environment Interaction: Place, Region, and Culture**
- Compare and contrast how people live in different environments.
- Describe how human activities affect the cultural and environmental characteristics of places or regions.

**Human Population: Spatial Patterns and Movements**
- Describe connections between the physical environment of a place and the economic activities found there.
  - Paper mills, cheese industry, transportation companies (truckin and shipping), Oneida white corn production (Act 31)
- Explain why people, goods and ideas move from place to place based on the physical environment and economic activities.

**Global Interconnections: Changing Spatial Patterns**
- Explain how the consumption of products connects people to distant places.
- Describe how physical changes and/or catastrophic disasters affect people living in a place.
**Content Area: History (Grade 2 Social Studies)**

**Standards:**
Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future. (Content Standard B)

**Prepared Graduates:**
- Understand and evaluate change and continuity over time.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Evaluate why and how events occurred in history.
- Compare and contrast change over time.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong> Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td><strong>Change, Continuity, and Context</strong></td>
<td>- How has our past influenced the way we live?</td>
</tr>
<tr>
<td>- Co-create an on-going timeline that reflects historical events and people discussed throughout the year.</td>
<td>- How do groups and communities change?</td>
</tr>
<tr>
<td>- Summarize how individuals and groups have shaped a significant historical change.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Examples: Martin Luther King, Jr., Abraham Lincoln, school’s namesake</td>
</tr>
<tr>
<td>- Describe the differences and similarities to life in the past to life today.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Oneida Nation Longhouses (Act 31)</td>
</tr>
<tr>
<td>- Explore the oral traditions of the Oneida Nation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Examples: Three Sisters (Act 31)</td>
</tr>
<tr>
<td>- Explain the significance of some national and state holidays.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Reference: Public School Observance Days</td>
</tr>
<tr>
<td><strong>Perspectives</strong></td>
<td><strong>Relevance and Application:</strong> How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td>- Compare different accounts of the same historical event.</td>
<td>- Visit Heritage Hill State Park (Belgian farm experience) or the Neville Public Museum.</td>
</tr>
<tr>
<td>- Examine biographies, stories, narratives, folk tales, oral teachings and traditional stories to understand the lives of ordinary and extraordinary people and explain their relationship to historical events. (Act 31)</td>
<td>- Read books or view videos about people from the past (Safari Montage).</td>
</tr>
<tr>
<td><strong>Historical Sources and Evidence</strong></td>
<td>- Understand different viewpoints while playing with friends.</td>
</tr>
<tr>
<td></td>
<td>- Notice advances in technology.</td>
</tr>
<tr>
<td></td>
<td><strong>Nature of Discipline:</strong> The characteristics and viewpoint one keeps as a result of mastering the grade level expectation. Characteristics are taken from Portrait of a Student Citizen.</td>
</tr>
<tr>
<td></td>
<td>- Know the past.</td>
</tr>
<tr>
<td></td>
<td>- Read, write, speak, listen and think deeply.</td>
</tr>
<tr>
<td></td>
<td>- Navigate an increasingly complex world.</td>
</tr>
</tbody>
</table>
- Identify different kinds of historical sources.
  - Examples: photographs, artifacts, videos, historical fiction, nonfiction text, field trips, oral presentations
- Use multiple sources to learn about historical events or another time period.

**Causation and Argumentation**
- Generate possible reasons for an event or development in the past.
- Describe how advances in technology have helped or hindered daily life. (Act 31)
  - Example: Oneida white corn production
Content Area: Political Science and Citizenship (Grade 2 Social Studies)

Standards:
Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance. (Content Standard C)

Prepared Graduates:
- Participate in governing society by contributing appropriately to public processes and by taking informed action.

EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Explain the basic role of government in the community.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>Civic and Political Institutions</td>
<td>- How do rules and laws affect the community?</td>
</tr>
<tr>
<td></td>
<td>- Why is civic responsibility important?</td>
</tr>
<tr>
<td></td>
<td>- What is government?</td>
</tr>
</tbody>
</table>

- Explain basic functions of government.
  - Examples: maintain order, authority, leadership, voting, ensuring human rights (Act 31)

- Explain the decisions that are made by leaders within a community.
  - Examples: splash pads across the city, bubble gum in the classroom, inclement weather days

- Summarize how communities, including tribal communities work to accomplish common tasks, establish responsibilities, and make decisions. (Act 31)
  - Examples: building new schools, parks, road repairs

- Explain how leaders and people in the community contribute to decision making.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- Apply civic virtues when participating in a community setting.
  - Examples: honesty, mutual respect, cooperation, attentiveness to multiple perspectives, ways of living (Oneida Nation – The Good Mind) (Act 31)

- Compare their own point of view with others’ perspectives.
  - Examples: friends’ points of view, author’s point of view

Inquiry Questions:
1. How do rules and laws affect the community?
2. Why is civic responsibility important?
3. What is government?

Relevance and Application:
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Make everyday decisions.
- Follow home, school, and community rules.
- Visit voting polls with an adult.
- Help make decisions for the classroom.
- Accept outcomes of voting in the classroom.

Nature of Discipline:
The characteristics and view point one keeps as a result of mastering the grade level expectation. Characteristics are taken from Portrait of a Student Citizen.
- Read, write, speak, listen and think deeply.
- Act in ways that promote the common good.
- Participate in a democratic society.
<table>
<thead>
<tr>
<th>Processes, Rules, and Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and explain how rules function in public settings.</td>
</tr>
<tr>
<td>o Examples: classroom, school, local and tribal communities (Act 31)</td>
</tr>
<tr>
<td>• Know that there are different ways to come to a decision (leader decides, majority rules, consensus).</td>
</tr>
<tr>
<td>• Explain how groups of people make rules to create responsibilities and protect freedoms.</td>
</tr>
</tbody>
</table>
Content Area: Economics (Grade 2 Social Studies)

Standards:
Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (Content Standard D)

Prepared Graduates:
- Understand the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses.

EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Explain the role of money in a community.
- Demonstrate how to manage personal finances.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td></td>
</tr>
<tr>
<td>Economic Decision Making</td>
<td></td>
</tr>
<tr>
<td>• Identify the benefits and costs of making various personal decisions.</td>
<td></td>
</tr>
<tr>
<td>- Examples: budgeting for wants and needs, prioritizing needs and wants, scarcity necessitates decision making</td>
<td></td>
</tr>
<tr>
<td>• Identify ways to earn and save for the future. (PFL B.4.3.1)</td>
<td></td>
</tr>
<tr>
<td>• Understand the difference between cash, check, credit card, and debit card. (PFL B.4.2.2)</td>
<td></td>
</tr>
<tr>
<td>• Describe reasons to save. (PFL D.4.5.1)</td>
<td></td>
</tr>
<tr>
<td>Exchange and Markets</td>
<td></td>
</tr>
<tr>
<td>• Describe the examples of costs of production.</td>
<td></td>
</tr>
<tr>
<td>- Examples: factories, paying employees, profit</td>
<td></td>
</tr>
<tr>
<td>• Describe the role of banks in an economy.</td>
<td></td>
</tr>
<tr>
<td>The National Economy</td>
<td></td>
</tr>
<tr>
<td>• Give examples of the goods and services that governments provide.</td>
<td></td>
</tr>
<tr>
<td>- Examples: repairing roads, plowing, garbage pick-up, maintaining parks, public employees</td>
<td></td>
</tr>
<tr>
<td>• Explain the meaning and purpose of taxes. (PFL A.4.4.1)</td>
<td></td>
</tr>
<tr>
<td>• Explain how taxes are collected and used. (PFL B.4.4.2)</td>
<td></td>
</tr>
</tbody>
</table>

Inquiry Questions:
Promotes deeper thinking, reflection, refined understanding related to grade level expectation.
- How does money affect our lives, the community, and the world?

Relevance and Application:
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Spend allowances and/or use PBIS incentives.
- Shop at local businesses.
- Visit a bank.
- Do chores to earn money.

Nature of Discipline:
The characteristics and view point one keeps as a result of mastering the grade level expectation. Characteristics are taken from Portrait of a Student Citizen.
- Read, write, speak, listen and think deeply.
- Act in ways that promote the common good.
- Navigate an increasingly complex world.
<table>
<thead>
<tr>
<th>The Global Economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe why and how goods and services are traded with other countries.</td>
</tr>
<tr>
<td>• Name and describe products that are produced abroad and products that are produced domestically.</td>
</tr>
</tbody>
</table>
**Content Area: Behavioral Sciences (Grade 2 Social Studies)**

**Standards:**
Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings. (Content Standard E)

**Prepared Graduates:**
- Understand human behavior and mental processes through the examination of all aspects of the human experience.
- Understand social interaction, social change, and the social causes and consequences of human behavior.
- Understand the complexity of cultures over the course of human history.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Describe how cultures influence our world.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong> Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>• Describe the ways in which various ethnicities and cultures influence the daily lives of people.</td>
<td>• How does one’s cultural group influence his/her behaviors, thinking and values?</td>
</tr>
<tr>
<td>o Examples: food, dress, behaviors, language, values</td>
<td>• How does learning about others foster understanding and acceptance?</td>
</tr>
<tr>
<td>• Compare characteristics of family units.</td>
<td><strong>Relevance and Application:</strong> How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td>o Examples: celebrations, hobbies, size, role of members in a family</td>
<td>• Participate in diverse celebrations and traditions with family or friends.</td>
</tr>
<tr>
<td>o Example: way of life, Giving Thanks or Thanksgiving Address (Act 31)</td>
<td>• Participate in collaborative conversations with friends.</td>
</tr>
<tr>
<td>• Identify and describe institutions and their contributions to the well-being of a community.</td>
<td>• Volunteer to help with a local cause.</td>
</tr>
<tr>
<td>o Examples: school, police, library, church, family</td>
<td><strong>Nature of Discipline:</strong> The characteristics and viewpoint one keeps as a result of mastering the grade level expectation. Characteristics are taken from Portrait of a Student Citizen.</td>
</tr>
<tr>
<td>• Give examples and explain how the media may influence opinions, choices and decisions.</td>
<td>• Understand changing cultural and physical environments.</td>
</tr>
<tr>
<td>• Evaluate media sources used when making decisions.</td>
<td>• Know the past.</td>
</tr>
<tr>
<td>• Describe how differences in cultures may lead to understanding and misunderstanding among people.</td>
<td>• Read, write, speak, listen and think deeply.</td>
</tr>
<tr>
<td>• Describe instances of cooperation and interdependence among individuals, groups and nations.</td>
<td>• Act in ways that promote the common good.</td>
</tr>
<tr>
<td>o Examples: famines, disasters, causes, fundraisers</td>
<td>• Navigate an increasingly complex world.</td>
</tr>
</tbody>
</table>

Updated November 2021

Grade 2 Social Studies
Property of Green Bay Area Public School District
Art

Course Documents

Grade 2
# Second Grade 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
## Second Grade Art Course Overview

### Grade Level Expectations
- 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.

### Standards For Course

#### Creating
1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

#### Performing
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.

#### Responding
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

#### Connecting
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.

### Assessments

#### Formative Assessments
- 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

#### Summative Assessments
- e.g. completed artwork, verbal or written quizzes, presentations, reflections, comparison against a rubric or checklist

#### Common Assessments
- Developed from Standards Based Essential Questions
- e.g. common rubrics (learning targets and skills)

### Instructional Strategies
- 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:
Wisconsin Department of Public Instruction. (2000). *Wisconsin’s model academic standards for art and design education*. Madison, WI: Authors.
Art

Content Essential Documents

Grade 2
**Content Area: Creating (Grade 2 Art)**

**Standards:**
- Generate and conceptualize artistic ideas and work. (NCAS Anchor Standard 1)
- Organize and develop artistic ideas and work. (NCAS Anchor Standard 2)
- Refine and complete artistic work. (NCAS Anchor Standard 3)

**Prepared Graduates:**
- Create works of art that articulate ideas, feelings, emotions, and points of view about art and design through the use of various media and technologies.
- Demonstrate persistence, willingness to experiment, and skill development in trying multiple art-making approaches and techniques.
- Apply relevant criteria to revise, refine, and complete artistic work.
- Maintain a balance between experimentation and safety, and between freedom and responsibility, while developing and creating artworks.
- Select, organize, and design images and words to make visually clear and compelling presentations.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- 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.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry/Essential Questions:</strong></td>
</tr>
<tr>
<td>- Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.2)</td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>- Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (VA:Cr1.2.2)</td>
<td>- What is art?</td>
</tr>
<tr>
<td>- Experiment with various materials and tools to explore personal interests in a work of art or design. (VA:Cr2.1.2)</td>
<td>- Why do people make art?</td>
</tr>
<tr>
<td>- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. (VA:Cr2.2.2)</td>
<td>- How can I make art out of recycled and found objects?</td>
</tr>
<tr>
<td>- Repurpose objects to make something new. (VA:Cr2.3.2)</td>
<td>- Why are some materials and tools appropriate for some works of art, but not others?</td>
</tr>
<tr>
<td>- Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2)</td>
<td>- How do artists and designers learn from mistakes?</td>
</tr>
</tbody>
</table>

**Relevance and Application:**
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Use recycled and found objects to create a sculpture or other work of art.
- Organize my art supplies at home.
- Work with family members to design a fort out of cardboard boxes.
- Design and play a game with my family or friends.
**Nature of Discipline:**
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

- Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates one’s own ideas, and/or are able to respond by analyzing and interpreting the artistic communications of others.
- Find at least one arts discipline in which to develop sufficient competence to continue active involvement in creating, performing, and/or responding to art as an adult.
- Experience joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
**Content Area:** Presenting *(Grade 2 Art)*

**Standards:**
- Analyze, interpret, and select artistic work for presentation. (NCAS Anchor Standard 4)
- Develop and refine artistic work for presentation. (NCAS Anchor Standard 5)
- Convey meaning through the presentation of artistic work. (NCAS Anchor Standard 6)

**Prepared Graduates:**
- Analyze, interpret, and select artistic works for presentation.
- Analyze how artistic work and its presentation reflects the history and values of a community or culture, and can influence ideas, beliefs, and experiences.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Categorize works of art for an exhibition based on a theme or concept.
- Recognize basic techniques for the presentation of art.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Students can:</td>
<td><strong>Inquiry/Essential Questions:</strong></td>
</tr>
<tr>
<td>Categorize artwork based on a theme or concept for an exhibit. (VA:Pr4.1.2)</td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>Distinguish between different materials or artistic techniques for preparing artwork for presentation. (VA:Pr5.1.2)</td>
<td>- How does art enrich our lives?</td>
</tr>
<tr>
<td>Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities. (VA:Pr6.1.2)</td>
<td>- How does art enrich the environment of my community?</td>
</tr>
<tr>
<td><strong>Relevance and Application:</strong></td>
<td><strong>What are some ways that artwork is categorized?</strong></td>
</tr>
<tr>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
<td><strong>What is the purpose of categorizing art?</strong></td>
</tr>
<tr>
<td>- Go through the process of getting my artwork ready for a contest, fair, or presentation.</td>
<td>- Ask my family members why art is important in the community.</td>
</tr>
<tr>
<td>- Ask my family members why art is important in the community.</td>
<td>- Sort magazine pictures into categories.</td>
</tr>
<tr>
<td><strong>Nature of Discipline:</strong></td>
<td><strong>Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates one’s own ideas, and/or are able to respond by analyzing and interpreting the artistic communications of others.</strong></td>
</tr>
<tr>
<td>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
<td><strong>Collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artwork that brings communities together.</strong></td>
</tr>
</tbody>
</table>
### Content Area: Responding (Grade 2 Art)

**Standards:**
- Perceive and analyze artistic work. (NCAS Anchor Standard 7)
- Interpret intent and meaning in artistic work. (NCAS Anchor Standard 8)
- Apply criteria to evaluate artistic work. (NCAS Anchor Standard 9)

**Prepared Graduates:**
- Analyze how artistic work and its presentation reflect the history and values of a community or culture, and can influence ideas, beliefs, and experiences.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- Analyze how visual imagery influences the viewer’s understanding of and responses to the world.
- Interpret artistic work by engaging in the process of art criticism.
- Create a convincing and logical argument to support an evaluation of art based on personal or established criteria.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- 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.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry/Essential Questions:</strong></td>
</tr>
<tr>
<td>- Perceive and describe aesthetic characteristics of one’s natural world and constructed environments. (VA:Re7.1.2)</td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>- Categorize images based on expressive properties (moods, feelings, or ideas suggested through the attributes, features, or qualities of an image or work of art). (VA:Re7.2.2)</td>
<td>• How can manipulating the art elements affect the mood of a work of art?</td>
</tr>
<tr>
<td>- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form (the art elements and principles of design). (VA:Re8.1.2)</td>
<td>• What different moods or emotions might an artist choose to depict when creating a work of art? Why?</td>
</tr>
<tr>
<td>○ “Characteristics of form” refers to terms drawn from traditional, modern, and contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others.</td>
<td>• What do I find beautiful in nature?</td>
</tr>
<tr>
<td>• What do I find beautiful in a place made by people?</td>
<td>• How can things that have happened to me in my life change how I make or view art?</td>
</tr>
<tr>
<td>• How can things that have happened to me in my life change how I make or view art?</td>
<td></td>
</tr>
</tbody>
</table>

**Relevance and Application:**
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Play “I Spy” with friends or family - in nature and/or places made by people - to identify things that I find beautiful or identify different kinds of lines, shapes, and colors.
- Create a work of art that uses color to express how I feel.
- Discuss the emotions of a character in a book, movie, or work of art.
- Listen to a piece of music and explain, by drawing a picture, how it makes me feel.
- Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2)

<table>
<thead>
<tr>
<th>Nature of Discipline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td>- Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates one’s own ideas, and/or are able to respond by analyzing and interpreting the artistic communications of others.</td>
</tr>
<tr>
<td>- Know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. Seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.</td>
</tr>
</tbody>
</table>
## Content Area: Connecting (Grade 2 Art)

### Standards:
- Synthesize and relate knowledge and personal experiences to make art. (NCAS Anchor Standard 10)
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (NCAS Anchor Standard 11)

### Prepared Graduates:
- Analyze how artistic work and its presentation reflect the history and values of a community or culture, and can influence ideas, beliefs, and experiences.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- Analyze how visual imagery influences the viewer’s understanding of and responses to the world.
- Synthesize and relate their own knowledge and experience to artistic ideas and while creating artistic work.

### EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate.
- Create works of art about your life experiences.
- Compare and contrast cultural uses of artwork from different times and places.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td>Inquiry/Essential Questions:</td>
</tr>
<tr>
<td>• Create works of art about events in home, school, or community life (VA:Cn10.1.2)</td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>• Compare and contrast cultural uses of artwork from different times and places. (VA:Cn11.1.2)</td>
<td>• Is meaning in art the same across cultures? Explain your answer.</td>
</tr>
<tr>
<td></td>
<td>• How does art reflect the time in which it is made?</td>
</tr>
<tr>
<td></td>
<td>• How does the place in which art is made affect its meaning and outcome?</td>
</tr>
<tr>
<td></td>
<td>• How can things that happen in everyday life inspire my art?</td>
</tr>
</tbody>
</table>

### Relevant and Application:
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Ask a family member or friend to critique one of my works of art.
- Go to a museum to compare and contrast portraits from different cultures, times, or places.
- Attend a powwow, Hmong New Year, or other cultural festival and discuss the traditional clothing, music, food, and artwork.
- Go to the library and read books about different cultures and their art.
- On a family trip, visit the local historical society to learn more about the cultures native to that region.
- Draw a picture or create a work of art that represents an event in my family’s history.
<table>
<thead>
<tr>
<th>Nature of Discipline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td>- Use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates one’s own ideas, and/or are able to respond by analyzing and interpreting the artistic communications of others.</td>
</tr>
<tr>
<td>- Experience joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</td>
</tr>
</tbody>
</table>
Health

Course Documents

Grade 2
## Grade 2 Health Course Overview

### Course Description

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.

### Topics at a Glance

#### Dimensions of Health
- Physical, Emotional, Social, Environmental/Community

#### Physical Health
- Safety
  - Transportation and Playground
  - Strangers
  - Emergency and unsafe situations
- Communicable disease
  - Symptoms, Prevention, Treatment
- Hygiene
- Exercise
- Nutrition

#### Emotional Health
- Needs and wants
- Feelings
- Emotions

#### Social Health
- Cooperation, respect, friendships

#### Environmental/Community Health
- Trusted adults
- Role models
- Influences of family, peers, and media

#### Growth and Development
- Childhood changes and stages
  - Size, physical and mental abilities, emotions

#### Skills
- Choosing healthy behaviors
- Health goals
- Verbal and nonverbal communication
- Refusal skills
- Encouraging others

### Grade Level Expectations

- 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.
- Identify and describe ways to locate people in the community who can help promote health.
- Demonstrate effective verbal and nonverbal communication skills.

### Standards for Health Education

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.
### Grade 2 Health Course Overview

- 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.

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.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observation</td>
<td>• Role-playing</td>
</tr>
<tr>
<td>• Assessments selected from adopted resources</td>
<td>• Modeling</td>
</tr>
<tr>
<td>• Student Conference</td>
<td>• Individual and group discussions</td>
</tr>
<tr>
<td>• Discussion - large and small group</td>
<td>• Scenario Cards</td>
</tr>
<tr>
<td>• Think-Pair-Share</td>
<td>• Cooperative Learning</td>
</tr>
<tr>
<td>• Role Play</td>
<td>• Guided Practice</td>
</tr>
<tr>
<td>• Self-Assessment</td>
<td>• Artwork, Posters, Photos</td>
</tr>
<tr>
<td>• Group Response</td>
<td>• Stories, Read-alouds</td>
</tr>
<tr>
<td>• Journaling (pictures and writing)</td>
<td>• Guest Speakers</td>
</tr>
<tr>
<td>• Quizzes</td>
<td>• Videos</td>
</tr>
</tbody>
</table>

**Resources Used:**


Health

Content Essential Documents

Grade 2
### Standard:
1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

### Prepared Graduates:
- Utilize valid and reliable health information to enhance mental, emotional, and social well-being.
- Comprehend concepts, and identify strategies to prevent the transmission of disease.
- Demonstrate understanding that the dimensions of wellness are interrelated and impact personal health.

### EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- 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.

### Evidence Outcomes

<table>
<thead>
<tr>
<th>Students can:</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe ways to prevent common childhood accidents and injuries.</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>Describe healthy behaviors that impact personal health.</td>
<td>- Why is it important to choose healthy behaviors?</td>
</tr>
<tr>
<td>List ways to prevent communicable diseases for themselves.</td>
<td>- How do I stay healthy in all dimensions of health?</td>
</tr>
<tr>
<td>Describe why it is important to seek health care.</td>
<td>- How can I keep from getting sick or injured?</td>
</tr>
<tr>
<td>Describe why it is important to participate in healthy behaviors.</td>
<td>- When should I seek help for injury or illness?</td>
</tr>
<tr>
<td>Describe, and with guidance, use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.</td>
<td></td>
</tr>
</tbody>
</table>

### Inquiry Questions:
- Why is it important to choose healthy behaviors?
- How do I stay healthy in all dimensions of health?
- How can I keep from getting sick or injured?
- When should I seek help for injury or illness?

### Relevance and Application:
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Recognize situations when they need to use healthy habits.
- Understand ways to prevent illness and injury.
- Understand appropriate responses to illness and injury.
- Recognize that health is made up of multiple dimensions.

### Nature of Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.
- Understand basic health concepts and functional health knowledge related to health promotion and risk reduction.
## Content Area: Health Influences (Grade 2 Health)

### Standard:
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

### Prepared Graduates:
- Analyze internal and external factors that influence mental and emotional well-being.
- Compare and contrast healthy and unhealthy relationships (family, peer, and dating).
- Comprehend the relationship between feelings and actions.
- Analyze how positive health behaviors can benefit people throughout their lifespan.

### EXPECTATION
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Identify and discuss internal and external influences on health behaviors.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td></td>
</tr>
<tr>
<td>- Identify internal and external factors that may influence health behaviors.</td>
<td></td>
</tr>
<tr>
<td>- Discuss how family, emotions, peers, and media can influence health behaviors.</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- How do my emotions affect my health?</td>
</tr>
<tr>
<td></td>
<td>- How do my family and friends affect my health?</td>
</tr>
<tr>
<td></td>
<td>- Why do I act differently in different situations (e.g., school, with friends, in public, home)?</td>
</tr>
<tr>
<td></td>
<td>- What is media? How does it affect my health?</td>
</tr>
<tr>
<td>Relevance and Application: How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
<td></td>
</tr>
<tr>
<td>- Identify emotions, situations, and influences.</td>
<td></td>
</tr>
<tr>
<td>- Explain how emotions are connected to behaviors.</td>
<td></td>
</tr>
</tbody>
</table>

### Nature of Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.
- Identify and understand the diverse internal and external factors that influence health behaviors.
## Content Area: Information, Products, and Services (Grade 2 Health)

### Standard:
3. Students will demonstrate the ability to access valid information and products and services to enhance health.

### Prepared Graduates:
- Access valid and reliable health information, products, and services to enhance mental, emotional, and social well-being.
- Demonstrate the ability to make healthy choices in a variety of settings.
- Practice healthy decision-making strategies.

### EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Identify and describe ways to locate people in the community who can help promote health.

### Evidence Outcomes

<table>
<thead>
<tr>
<th>Students can:</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify trusted adults and professionals who can help promote health.</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>- Describe ways to locate school and community health individuals.</td>
<td>- What makes someone a trusted adult?</td>
</tr>
<tr>
<td></td>
<td>- Why would I go to a trusted adult (e.g. school nurse, doctor, counselor, dentist, police)?</td>
</tr>
<tr>
<td></td>
<td>- Where can I find a trusted adult in my community?</td>
</tr>
</tbody>
</table>

### Inquiry Questions:
- What makes someone a trusted adult?
- Why would I go to a trusted adult (e.g. school nurse, doctor, counselor, dentist, police)?
- Where can I find a trusted adult in my community?

### Relevance and Application:
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Understand which situations may require a trusted adult.
- Identify which trusted adults can help in certain situations.
- Know where to find trusted adults in the community.

### Nature of Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.
- Identify and access valid health information resources and reject unproven sources through analysis, comparison, and evaluation.
<table>
<thead>
<tr>
<th>Content Area: Communication Skills (Grade 2 Health)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</td>
</tr>
<tr>
<td><strong>Prepared Graduates:</strong></td>
</tr>
<tr>
<td>• Demonstrate verbal and nonverbal communication skills and strategies.</td>
</tr>
<tr>
<td>• Develop interpersonal communication skills needed to discuss personal health problems and maintain personal health and wellness.</td>
</tr>
<tr>
<td>• Demonstrate skills necessary to prevent a conflict from escalating to violence.</td>
</tr>
<tr>
<td><strong>EXPECTATION:</strong></td>
</tr>
<tr>
<td>Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:</td>
</tr>
<tr>
<td>• Demonstrate effective verbal and nonverbal communication skills.</td>
</tr>
<tr>
<td>• Apply communication skills that can improve health and reduce health risks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>• Demonstrate effective verbal and nonverbal communication skills.</td>
<td>• How can I effectively communicate verbally and nonverbally?</td>
</tr>
<tr>
<td>• Identify ways to express needs, wants, and feelings.</td>
<td>• How can I appropriately express what I need, want, or feel?</td>
</tr>
<tr>
<td>• Describe ways to respond when in an unwanted, threatening, or dangerous situation.</td>
<td>• How can I use refusal skills in response to an unwanted situation?</td>
</tr>
<tr>
<td>• Use refusal skills including firmly saying no and getting away from the situation.</td>
<td></td>
</tr>
<tr>
<td>• Explain how to communicate to a trusted adult if threatened or harmed.</td>
<td>Relevance and Application: How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td></td>
<td>• Appropriately expressing needs, wants, and feelings.</td>
</tr>
<tr>
<td></td>
<td>• Use effective communication in a variety of situations.</td>
</tr>
<tr>
<td></td>
<td>Nature of Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>• Use verbal and nonverbal skills to develop and maintain healthy personal relationships.</td>
</tr>
<tr>
<td></td>
<td>• Organize and convey information and feelings to strengthen interpersonal interactions and reduce or avoid conflict.</td>
</tr>
<tr>
<td>Content Area: Decision Making Skills <em>(Grade 2 Health)</em></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td></td>
</tr>
<tr>
<td>5. Students will demonstrate the ability to use decision-making skills to enhance health.</td>
<td></td>
</tr>
<tr>
<td><strong>Prepared Graduates:</strong></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate effective communication skills to express feelings appropriately.</td>
<td></td>
</tr>
<tr>
<td>• Practice healthy decision-making strategies and analyze the factors that influence a person’s decision.</td>
<td></td>
</tr>
<tr>
<td>• Support others in making positive and healthful choices.</td>
<td></td>
</tr>
<tr>
<td><strong>EXPECTATION:</strong></td>
<td>Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:</td>
</tr>
<tr>
<td>• Identify steps in the decision-making process.</td>
<td></td>
</tr>
<tr>
<td>• Determine when assistance is needed when making a health-related decision.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence Outcomes</strong></td>
<td><strong>21st Century Skills and Readiness Competencies</strong></td>
</tr>
<tr>
<td>Students can:</td>
<td></td>
</tr>
<tr>
<td>• Identify steps in the decision-making process.</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>• Provide an example of a situation when a health-related decision is needed to keep one safe.</td>
<td>• What do I think about when making a decision?</td>
</tr>
<tr>
<td>• Create a decision-making plan with family members or trusted adult.</td>
<td>• What choices do I have when making a health-related decision?</td>
</tr>
<tr>
<td>• Provide an example of when a health-related decision can be made individually.</td>
<td>• Who could I ask for help when making a plan?</td>
</tr>
<tr>
<td>• Provide an example of when assistance is needed to make a health-related decision.</td>
<td></td>
</tr>
</tbody>
</table>

**Inquiry Questions:**
Promotes deeper thinking, reflection, refined understanding related to grade level expectation.

- What do I think about when making a decision?
- What choices do I have when making a health-related decision?
- Who could I ask for help when making a plan?

**Relevance and Application:**
How grade level expectation is applied at home, on the job or in a real world relevant context.

- Create a decision-making plan with family members or trusted adult.
- Know when to have a decision-making plan.
- Recognize when assistance is needed in a situation.

**Nature of Discipline:**
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

- Make healthy decisions in order to collaborate with others to improve one’s quality of life.
**Content Area: Goal Setting Skills (Grade 2 Health)**

**Standard:**
6. Students will demonstrate the ability to use goal setting skills to enhance health.

**Prepared Graduates:**
- Set goals, and monitor progress on attaining goals for future success.
- Understand how to be mentally, emotionally, and physically healthy.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Identify a personal health goal and how it can be achieved.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong> Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>• Identify a personal health goal.</td>
<td>• What are some examples of health-related goals?</td>
</tr>
<tr>
<td>• Identify steps to achieve a goal.</td>
<td>• Why are health-related goals important?</td>
</tr>
<tr>
<td>• Discuss a health goal with a family member or trusted adult.</td>
<td>• How can a health-related goal be achieved?</td>
</tr>
</tbody>
</table>

**Relevance and Application:**
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Identify examples of health-related goals.
- Understand the impact and importance of health-related goals.
- Identify steps to achieve a health-related goal.

**Nature of Discipline:**
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.
- Use goal-setting skills to develop short-term and long-term health goals.
Content Area: Health Behaviors (Grade 2 Health)

Standard:
7. Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Prepared Graduates:
- Analyze how certain behaviors place one at greater risk for diseases.
- Develop self-management skills to prevent and manage stress.
- Demonstrate safety procedures for a variety of situations.

EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Demonstrate health-enhancing behaviors.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Students can:</td>
<td>Inquiry Questions:</td>
</tr>
<tr>
<td></td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- What are some behaviors and habits to keep me safe?</td>
</tr>
<tr>
<td></td>
<td>- Why is it important to eat healthy and exercise?</td>
</tr>
<tr>
<td></td>
<td>- Why is it important to use proper hygiene?</td>
</tr>
<tr>
<td></td>
<td>Relevance and Application:</td>
</tr>
<tr>
<td></td>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate healthy behaviors (e.g., hygiene, transportation safety, threatening situations).</td>
</tr>
<tr>
<td></td>
<td>- Choose healthy snacks/foods.</td>
</tr>
<tr>
<td></td>
<td>- Participate in regular physical activity with friends and family.</td>
</tr>
<tr>
<td></td>
<td>Nature of Discipline:</td>
</tr>
<tr>
<td></td>
<td>The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- Take personal responsibility for health and encourage the practice of healthy behaviors.</td>
</tr>
</tbody>
</table>
**Content Area: Health Advocacy (Grade 2 Health)**

**Standard:**

8. Students will demonstrate the ability to advocate for personal, family, and community health.

**Prepared Graduates:**

- Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behaviors.
- Access valid school and community resources to help with mental and emotional health concerns.
- Demonstrate pro-social behaviors that reduce the likelihood of physical fighting, violence, and bullying.

**EXPECTATION:**

Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:

- 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.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td></td>
</tr>
<tr>
<td>• Define health needs and personal wants.</td>
<td></td>
</tr>
<tr>
<td>• Express health needs and personal wants with family members or trusted adults.</td>
<td></td>
</tr>
<tr>
<td>• Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.</td>
<td></td>
</tr>
<tr>
<td>• Identify role models for healthy habits.</td>
<td></td>
</tr>
<tr>
<td>• Encourage friends and classmates to make healthy choices.</td>
<td></td>
</tr>
</tbody>
</table>

**Inquiry Questions:**

Promotes deeper thinking, reflection, refined understanding related to grade level expectation.

- What are my health needs and personal wants?
- How can I appropriately express my health needs and personal wants?
- What makes someone a positive role model?
- How can I encourage others to make healthy choices?

**Relevance and Application:**

How grade level expectation is applied at home, on the job or in a real world relevant context.

- Express health needs and personal wants.
- Identify healthy role models.
- Communicate knowledge of healthy behaviors.
- Encourage peers to make healthy decisions.

**Nature of Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

- Target health-enhancing messages and encourage others to adopt healthy behaviors.
Music

Course Documents

Grade 2
# Grade 2 General Music Course Overview

## Course Description
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.

## Topics at a Glance
- **Creating**
  - Improvisation
  - Composition
  - Musical phrases
- **Performing**
  - Singing expressively
  - Playing classroom instruments
- **Responding**
  - Voices: solo and group
  - Movement
  - Reading music
  - Standard or symbolic notation
  - Music symbols and terminology
  - Instrument sounds
- **Connecting**
  - Personal experiences
  - Daily life
  - Other school subjects

## Grade Level Expectations
- 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.

## Standards for Music Education

### Creating
1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

### Performing
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.

### Responding
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

### Connecting
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.
# Grade 2 General Music Course Overview

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Observation</td>
<td>● Whole group instruction</td>
</tr>
<tr>
<td>● Performance assessments</td>
<td>● Small group instruction</td>
</tr>
<tr>
<td>● Self-assessment</td>
<td>● Collaborative learning</td>
</tr>
<tr>
<td>● Written assessments</td>
<td>● Activity centers</td>
</tr>
<tr>
<td>● Formative and summative assessments</td>
<td>● One-on-one</td>
</tr>
<tr>
<td>● Assessments selected from adopted curriculum resources</td>
<td>● Guided practice</td>
</tr>
<tr>
<td></td>
<td>● Independent practice</td>
</tr>
<tr>
<td></td>
<td>● Review and practice</td>
</tr>
<tr>
<td></td>
<td>● Modeling</td>
</tr>
</tbody>
</table>

**Resources Used:**


Physical Education

Course Documents

Grade 2
# Grade 2 Physical Education Course Overview

## Course Description

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.

## Topics at a Glance

### Movement Concepts
- Spatial awareness
  - Where the body moves
- Effort
  - How the body moves
- Spatial relationships
  - With people, objects, body parts

### Movement Skills
- Locomotor skills
  - Fundamental body movements
- Manipulative skills
  - Moving and controlling objects with body or equipment
- Non-locomotor skills
  - Body management

### Rhythmic Movement
- Moving body to music

### Fitness Concepts
- Muscular strength
- Muscular endurance
- Cardiovascular endurance
- Flexibility
- Nutrition

### Interpersonal Relationships
- Sportsmanship
- Working with partners
- Safety
- Feedback

## Grade Level Expectations

- 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.
- Recognize the importance of participating in physical activities to improve physical fitness.

## Standards for Physical Education

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.
### Grade 2 Physical Education Course Overview

- 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.

#### Assessments

- 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

#### Instructional Strategies

- Guided Discovery/Movement Exploration
- Individual/partner and large group work
- Gradual Release of Responsibility
- Low organized activities
- Movement challenges
- Stations
- Goal setting

(Resources Used:


Wisconsin Department of Public Instruction. (2010). *Wisconsin standards for physical education*. Madison, WI: Author.)
### Content Area: Motor Skills and Movement Patterns (Grade 2 Physical Education)

**Standard:**
1. Demonstrates competency in a variety of motor skills and movement patterns.

#### Prepared Graduates:
- Have the skills (movement concepts, principles, strategies, and tactics) necessary to participate in a variety of physical activities.
- Know the implications and the benefits of involvement in various types of physical activities.

#### EXPECTATIONS:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Apply basic locomotor and non-locomotor skills in small-sided activities.
- Perform fundamental manipulative skills with control.

#### Evidence Outcomes

<table>
<thead>
<tr>
<th>Students can:</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Skip using a mature pattern.</td>
<td>Inquiry Questions:</td>
</tr>
<tr>
<td>● Run with a mature pattern.</td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>● Travel showing differentiation between jogging and sprinting.</td>
<td>- Why do you like some activities more than others?</td>
</tr>
<tr>
<td>● Perform a teacher and/or student-designed rhythmic activity with correct response to simple rhythms.</td>
<td>- How can individuals express themselves through movements?</td>
</tr>
<tr>
<td>● Balance on different bases of support, combining levels, and shapes.</td>
<td>- Why would you throw underhand as opposed to overhand?</td>
</tr>
<tr>
<td>● Balance in an inverted position with stillness and supportive base.</td>
<td>Relevance and Application:</td>
</tr>
<tr>
<td>● Demonstrate four of the five critical elements for jumping and landing in a horizontal plane using a variety of one-and two-foot take-offs and landings. (S1.E3.2)</td>
<td>- Move skillfully in a variety of situations.</td>
</tr>
<tr>
<td>● Demonstrate four of the five critical elements for jumping and landing in a vertical plane.</td>
<td>- Play games, at home, that require movement, such as playing tag, skipping, or jumping rope.</td>
</tr>
<tr>
<td>● Transfer weight from feet to different body parts/bases of support for balance and/or travel.</td>
<td>- Participate in activities that require balance.</td>
</tr>
<tr>
<td>● Roll in different directions with either a narrow or curled body shape.</td>
<td>- Throw and catch with a friend or family member.</td>
</tr>
<tr>
<td>● Differentiate among twisting, curling, bending, and stretching actions.</td>
<td>- Recognize skills used when watching sporting events.</td>
</tr>
<tr>
<td>● Combine balances and transfers into a three-part sequence (e.g., dance, gymnastics).</td>
<td>Nature of Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td>● Throw underhand using a mature pattern.</td>
<td>- Consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.</td>
</tr>
<tr>
<td>● Throw overhand, demonstrating two of the five critical elements of a mature pattern.</td>
<td>- Demonstrate a variety of movements confidently, competently, creatively, and strategically across a wide range of health-related physical activities.</td>
</tr>
</tbody>
</table>
- Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
- Dribble in self-space with preferred hand, demonstrating a mature pattern.
- Dribble using the preferred hand while walking in general space.
- Dribble with the feet in general space with control of ball and body.
- Use a continuous running approach and kick a moving ball, demonstrating three of the five critical elements of a mature pattern.
- Volley an object upward with consecutive hits.
- Strike an object upward with a short-handled implement, using consecutive hits.
- Strike a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.
- Jump a self-turned rope consecutively forward and backward with a mature pattern.
- Jump a long rope five times consecutively with student turners.
Content Area: Movement Concepts, Principles, Strategies, and Tactics *(Grade 2 Physical Education)*

**Standard:**

2. Applies knowledge of concepts, principles, strategies, and tactics related to movement.

**Prepared Graduates:**

- Have the skills (movement concepts, principles, strategies, and tactics) necessary to participate in a variety of physical activities.
- Know the implications and the benefits of involvement in various types of physical activities.

**EXPECTATIONS:**

Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:

- Safely moves through a dynamic environment by changing directions, pathways, and speeds.
- Apply movement terminology to skills.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong> Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td><em>Combine locomotor skills in general space to a rhythm.</em></td>
<td><em>Can you move without thinking about it?</em></td>
</tr>
<tr>
<td><em>Combine shapes, levels, and pathways into simple travel, dance, and gymnastic sequences.</em></td>
<td><em>What makes a jog different than a run?</em></td>
</tr>
</tbody>
</table>
| *Vary time and force with gradual increases and decreases.* | *When might you use [insert particular movement]?
Relevance and Application:** How grade level expectation is applied at home, on the job or in a real world relevant context. |
| | *Recognize when to jog, run, hop, jump, gallop, or slide in an activity performed at home.* |
| | *Move skillfully in a variety of situations.* |
| | *Recognize when boundaries and personal space are needed in physical activities.* |

**Nature of Discipline:**

The characteristics and view point one keeps as a result of mastering the grade level expectation.

- Consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- Demonstrate a variety of movements confidently, competently, creatively, and strategically across a wide range of health-related physical activities.
**Content Area: Physical Activity and Fitness (Grade 2 Physical Education)**

**Standard:**
3. Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness.

**Prepared Graduates:**
- Include physical activity as a regular part of daily life.
- Work toward and maintains a health-enhancing level of physical fitness.
- Know the implications and the benefits of involvement in various types of physical activities.
- Value physical activity and its contributions to a healthful lifestyle.

**EXPECTATIONS:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Choose to be physically active by engaging in many types of physical activities.
- Identify the body’s normal reactions to moderate and vigorous activity.
- Recognize the importance participating in physical activities to improve physical fitness.

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Students can:</strong></td>
<td><strong>Inquiry Questions:</strong></td>
</tr>
<tr>
<td>● Describe large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).</td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>● Actively engage in physical education class in response to instruction and practice.</td>
<td>• Why is water essential for the body?</td>
</tr>
<tr>
<td>● Use own body as resistance (e.g., holds body in plank position, animal walks) for developing strength.</td>
<td>• How do you get stronger?</td>
</tr>
<tr>
<td>● Identify physical activities that contribute to fitness.</td>
<td>• What do you do outside of school to be physically active?</td>
</tr>
<tr>
<td>● Recognize the “good health balance” of good nutrition with physical activity.</td>
<td>• What makes a snack unhealthy?</td>
</tr>
</tbody>
</table>

**Relevance and Application:**
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Participate in physical activities outside of school.
- Make good food choices.
- Take interest in exercising with family.

**Nature of Discipline:**
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.
- Consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- Demonstrate a variety of movements confidently, competently, creatively, and strategically across a wide range of health-related physical activities.
- Make healthy, active choices throughout their lifespan that are both beneficial to and respectful of themselves, others, and their environment.
### Content Area: Personal and Social Behavior *(Grade 2 Physical Education)*

**Standard:**
4. Exhibits responsible personal and social behavior that respects self and others.

**Prepared Graduates:**
- Work toward and maintain a health-enhancing level of physical fitness.
- Value physical activity and its contributions to a healthful lifestyle.
- Model responsible behavior while engaged in a physical activity.

**EXPECTATIONS:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- 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.

<table>
<thead>
<tr>
<th>Evidence Outcomes</th>
<th>21st Century Skills and Readiness Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can:</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>● Accept responsibility for class protocols with behavior and performance actions.</td>
</tr>
<tr>
<td></td>
<td>● Practice skills with minimal teacher prompting.</td>
</tr>
<tr>
<td></td>
<td>● Accept specific corrective feedback from the teacher.</td>
</tr>
<tr>
<td></td>
<td>● Work independently with others in partner environments.</td>
</tr>
<tr>
<td></td>
<td>● Recognize the role of rules and etiquette in teacher-designed physical activities.</td>
</tr>
<tr>
<td></td>
<td>● Work independently and safely in physical education.</td>
</tr>
<tr>
<td></td>
<td>● Work safely with physical education equipment.</td>
</tr>
</tbody>
</table>

**Inquiry Questions:**
- What is a safety rule for running?
- If you could implement only one safety rule for the gymnasium, what would it be?
- How are the rules for safety the same for the playground and gymnasium? How are they different?
- Why is personal space even more important when you are using implements?
- What is the proper way to play with____? (e.g., baseball bat, hockey stick)

**Relevance and Application:**
How grade level expectation is applied at home, on the job or in a real world relevant context.
- Create physical activity games that have rules.
- Recognize and follow safety rules in other school settings.
- Acknowledge responsibility for actions and their consequences.
- Include everyone in an activity, such as inviting friends to play in a game on the weekend.
- Encourage others to be safe.
Nature of Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

- Demonstrate a variety of movements confidently, competently, creatively, and strategically across a wide range of health-related physical activities.
- Make healthy, active choices throughout their lifespan that are both beneficial to and respectful of themselves, others, and their environment.
### Content Area: Value of Physical Activity (Grade 2 Physical Education)

**Standard:**
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Prepared Graduates:**
- Value physical activity and its contributions to a healthful lifestyle.
- Model responsible behavior while engaged in a physical activity.

**EXPECTATIONS:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students’ master:
- Work through difficult skills without giving up.
- Recognize that both exercise and nutrition are important to health.

<table>
<thead>
<tr>
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<tr>
<td>Students can:</td>
<td>Inquiry Questions: Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- Why is sharing sometimes difficult?</td>
</tr>
<tr>
<td></td>
<td>- Would you rather be a leader or a follower? Why?</td>
</tr>
<tr>
<td></td>
<td>- What would equipment look like if we didn't take care of it?</td>
</tr>
<tr>
<td></td>
<td>Relevance and Application: How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td></td>
<td>- Be involved in activities that maintain or improve health.</td>
</tr>
<tr>
<td></td>
<td>- Work through opportunities that are difficult and challenging.</td>
</tr>
<tr>
<td></td>
<td>- Discover new activities for self-enjoyment.</td>
</tr>
<tr>
<td></td>
<td>Nature of Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.</td>
</tr>
<tr>
<td></td>
<td>- Make healthy, active choices throughout their lifespan that are both beneficial to and respectful of themselves, others, and their environment.</td>
</tr>
</tbody>
</table>
School Counseling

Content Documents

Grade 2
## Grade 2 School Counseling Overview

### Description
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.

### Topics at a Glance

#### Academic Development
- **Study strategies**
  - Types of strategies
  - Barriers to learning
- **Confidence in ability to learn**
  - Effort and talent
- **Adaptability and flexibility**
  - Try new methods

#### Career Development
- **Self-discovery and exploration**
  - Skills for success
  - Interests, abilities, and jobs
- **Teambuilding**
  - Cooperating with others

#### Social/Emotional Development
- **Problem solving**
  - Solving little problems
- **Self-regulation**
  - Strategies
  - Triggers and warning signs
- **Personal safety**
  - Choices and consequences
- **Relationships**
  - Intentional kindness
  - Good friends
  - Others’ points of view
- **Advocacy**
  - Asking for help
  - Role and impact in community
- **Diversity**
  - Physical and cultural differences

### Grade Level Expectations
- 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.

### School Counseling Mindset Standards
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.
Grade 2 School Counseling Overview

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Observation</td>
<td>● Role-playing</td>
</tr>
<tr>
<td>● Assessments selected from adopted resources</td>
<td>● Modeling</td>
</tr>
<tr>
<td>● Student conference</td>
<td>● Individual and group discussions</td>
</tr>
<tr>
<td>● Discussion - large and small group</td>
<td>● Scenario cards</td>
</tr>
<tr>
<td>● Think-Pair-Share</td>
<td>● Cooperative learning</td>
</tr>
<tr>
<td>● Role-play</td>
<td>● Guided practice</td>
</tr>
<tr>
<td>● Self-assessment</td>
<td>● Artwork, posters, photos</td>
</tr>
<tr>
<td>● Group response</td>
<td>● Stories, read-alouds</td>
</tr>
<tr>
<td>● Journaling (pictures and writing)</td>
<td>● Guest speakers</td>
</tr>
<tr>
<td>● Quizzes</td>
<td>● Videos</td>
</tr>
</tbody>
</table>

**Resources Used:**

School Counseling

Content Essential Documents

Grade 2
### Content Area: Learning Strategies (Grade 2 School Counseling)

#### Standards:
- Demonstrate critical-thinking skills to make informed decisions. (LS1)
- Demonstrate creativity. (LS2)
- Use time-management, organizational and study skills. (LS3)
- Apply self-motivation and self-direction to learning. (LS4)
- Apply media and technology skills. (LS5)
- Set high standards of quality. (LS6)
- Identify long- and short-term academic, career and social/emotional goals. (LS7)
- Actively engage in challenging coursework. (LS8)
- Gather evidence and consider multiple perspectives to make informed decisions. (LS9)
- Participate in enrichment and extracurricular activities. (LS10)

#### Prepared Graduates:
- Implement strategies and activities to support and maximize their ability to learn.
- Understand the connection between school and the world of work.
- Plan for and makes a successful transition from school to postsecondary education and/or the world of work and from job to job.
- Manage emotions and apply interpersonal skills.

#### EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students master:
- Identify and practice learning expectations to be successful in school and community.

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<tr>
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<td><strong>Inquiry/Essential Questions:</strong></td>
</tr>
<tr>
<td><strong>Study Strategies</strong></td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>- Occasionally use study strategies.</td>
<td>- What makes you a good learner?</td>
</tr>
<tr>
<td>- Recognize barriers to learning.</td>
<td>- What can you do to be a better learner?</td>
</tr>
<tr>
<td><strong>Self-Discovery and Exploration</strong></td>
<td>- What types of activities are you good at? How do you know?</td>
</tr>
<tr>
<td>- Use skills that help lead to success inside and outside of school.</td>
<td>- How are you like/different from others?</td>
</tr>
<tr>
<td>- Begin with the end in mind</td>
<td>- What are some jobs that match your interests?</td>
</tr>
<tr>
<td>- Recognize that jobs connect to interests and abilities.</td>
<td>- How can you help your team achieve a goal?</td>
</tr>
<tr>
<td><strong>Teambuilding</strong></td>
<td><strong>Relevance and Application:</strong></td>
</tr>
<tr>
<td>- Cooperate with others to achieve a specified outcome.</td>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td></td>
<td>- Use learning strategies when doing homework.</td>
</tr>
<tr>
<td></td>
<td>- Identify barriers to learning.</td>
</tr>
<tr>
<td></td>
<td>- Identify interests, skills, and abilities.</td>
</tr>
<tr>
<td></td>
<td>- Work cooperatively in teams.</td>
</tr>
</tbody>
</table>
Nature of Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation. Characteristics were taken from the ASCA Mindset Standards.

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.
### Content Area: Self-Management Skills *(Grade 2 School Counseling)*

**Standards:**
- Demonstrate ability to assume responsibility. (SMS1)
- Demonstrate self-discipline and self-control. (SMS2)
- Demonstrate ability to work independently. (SMS3)
- Demonstrate ability to delay immediate gratification for long-term rewards. (SMS4)
- Demonstrate perseverance to achieve long- and short-term goals. (SMS5)
- Demonstrate ability to overcome barriers to learning. (SMS6)
- Demonstrate effective coping skills when faced with a problem. (SMS7)
- Demonstrate the ability to balance school, home and community activities. (SMS8)
- Demonstrate personal safety skills. (SMS9)
- Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. (SMS10)

**Prepared Graduates:**
- Implement strategies and activities to support and maximize their ability to learn.
- Understand the connection between school and the world of work.
- Plan for and makes a successful transition from school to postsecondary education and/or the world of work and from job to job.
- Manage emotions and apply interpersonal skills.

**EXPECTATION:**
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students master:
- Identify and practice self-management skills that lead toward personal growth.

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<td><strong>Inquiry/Essential Questions:</strong></td>
</tr>
<tr>
<td><strong>Self-Regulation</strong></td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>Occasionally use regulation strategies.</td>
<td>- How does my body feel when [insert emotion or situation]?</td>
</tr>
<tr>
<td>Recognize triggers and warning signs.</td>
<td>- How would you respond in [insert situation]?</td>
</tr>
<tr>
<td><strong>Confidence in Ability to Learn</strong></td>
<td>- How can making mistakes help you learn?</td>
</tr>
<tr>
<td>Recognize the difference between effort and talent.</td>
<td>- How can you learn from someone else’s ideas?</td>
</tr>
<tr>
<td><strong>Adaptability and Flexibility</strong></td>
<td><strong>Relevance and Application:</strong></td>
</tr>
<tr>
<td>Modify thinking to try new methods.</td>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td><strong>Personal Safety</strong></td>
<td>Identify feelings in self and others and practice responding appropriately.</td>
</tr>
<tr>
<td>Recognize that choices have consequences.</td>
<td>Identify triggers.</td>
</tr>
<tr>
<td>Begin with end in mind</td>
<td>Practice assertive responses.</td>
</tr>
<tr>
<td></td>
<td>Work through struggles (academic and behavioral).</td>
</tr>
<tr>
<td></td>
<td>Discuss/consider consequences of choices.</td>
</tr>
<tr>
<td></td>
<td>Discuss different ways to accomplish tasks or solve problems.</td>
</tr>
</tbody>
</table>
Nature of Discipline:
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation. Characteristics were taken from the ASCA Mindset Standards.

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.
### Content Area: Social Skills *(Grade 2 School Counseling)*

#### Standards:
- Use effective oral and written communication skills and listening skills. (SS1)
- Create positive and supportive relationships with other students. (SS2)
- Create relationships with adults that support success. (SS3)
- Demonstrate empathy. (SS4)
- Demonstrate ethical decision-making and social responsibility. (SS5)
- Use effective collaboration and cooperation skills. (SS6)
- Use leadership and teamwork skills to work effectively in diverse teams. (SS7)
- Demonstrate advocacy skills and ability to assert self, when necessary. (SS8)
- Demonstrate social maturity and behaviors appropriate to the situation and environment. (SS9)

#### Prepared Graduates:
- Implement strategies and activities to support and maximize their ability to learn.
- Understand the connection between school and the world of work.
- Plan for and makes a successful transition from school to postsecondary education and/or the world of work and from job to job.
- Manage emotions and apply interpersonal skills.

#### EXPECTATION:
Concept and skill of standards that indicates a student is making progress toward being prepared to graduate. Concepts and skills students master:
- Identify and use prosocial behaviors when interacting with peers and adults.

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<tr>
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<tr>
<td><strong>Relationships</strong></td>
<td>Promotes deeper thinking, reflection, refined understanding related to grade level expectation.</td>
</tr>
<tr>
<td>- Spontaneously practice intentional kindness.</td>
<td>- How can you be a good friend?</td>
</tr>
<tr>
<td>- Recognize others’ inside characteristics.</td>
<td>- What is conflict?</td>
</tr>
<tr>
<td>- With prompting, describe another person’s point of view.</td>
<td>- How do you show respect for others?</td>
</tr>
<tr>
<td>- Identify the qualities of a good friend.</td>
<td>- Who are the people you can go to for help?</td>
</tr>
<tr>
<td></td>
<td>- How can you help yourself in [insert situation]?</td>
</tr>
<tr>
<td></td>
<td>- How can you be a good citizen in your community?</td>
</tr>
<tr>
<td><strong>Conflict Resolution</strong></td>
<td><strong>Relevance and Application:</strong></td>
</tr>
<tr>
<td>- Identify strategies to solve conflicts.</td>
<td>How grade level expectation is applied at home, on the job or in a real world relevant context.</td>
</tr>
<tr>
<td><strong>Advocacy</strong></td>
<td>- Do nice/kind acts for others.</td>
</tr>
<tr>
<td>- Ask for help regarding basic needs and friendships.</td>
<td>- Use manners.</td>
</tr>
<tr>
<td>- With prompting, describe their own role and impact on the local community.</td>
<td>- Play collaboratively with others.</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>- Recognize safe adults in their daily lives.</td>
</tr>
<tr>
<td>- Appreciate others’ physical differences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Including skin color, gender, disabilities, etc.</td>
</tr>
<tr>
<td></td>
<td>○ Accept others’ cultural differences.</td>
</tr>
</tbody>
</table>
- Role-play or talk through conflict scenarios.
- Participate in diverse community activities and events.
- Develop a personal definition of good friends.

**Nature of Discipline:**
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation. Characteristics were taken from the ASCA Mindset Standards.

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.